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ABSTRACT

The purpose of this study was to develop a content analysis and a taxonomy of codes of ethics in educational administration. In order to establish a statistical basis for the proposed taxonomy, a content analysis of ten codes of ethics in educational administration was undertaken. The final process was the formulation of a five-category taxonomy of code of ethics components. The categories are supporting, pursuing (development), controlling, communicating, and avoiding. It is concluded that codes of ethics in educational administration have sufficient common elements to make the formulation of a taxonomy possible, are generally much shorter than codes of ethics in other professions, generally provide no vehicle for enforcement, are designed to provide a general direction rather than specific guidance, have been reviewed in the period 1973-76, center in the main on general professional regulations rather than on ethical issues, and generally provide for the whole range of activities and functions of the profession. (Author/IRT)

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CONTENT ANALYSIS AND TAXONOMY OF SELECTED CODES OF ETHICS IN EDUCATIONAL ADMINISTRATION

by

Rudolf E. Klimes

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CHAPTER I

INTRODUCTION

The crisis in American government commonly called Watergate has brought a renewed interest in both government and business ethics. In recent years, various governmental bodies have reviewed and in some cases strengthened their codes of ethics. This emphasis, as a whole, has not thus far been demonstrated in the field of educational administration. The various professions seem not to take a spontaneous interest in ethics; it is something that may have to be motivated by external political or economic consideration.

The field of ethics makes its greatest direct impact on the various professions through specially prepared codes of ethics. Generally these codes of ethics are developed by the practitioners of the profession rather than by scholars of ethics. Thus they are an outgrowth of real life or the intent of the profession. As such, they deserve careful analysis.

The various professions and professional associations view ethical considerations from different perspectives. There is special value in the examining of a number of codes of ethics of distinct associations that have a bearing on one profession. Since these codes have common elements, a taxonomy of ethical components may be derived.

Problem

Many professional organizations develop codes of ethics without an in-depth understanding of the possible ethical issues effecting the profession. Administrators have long expressed a need for a guide to code-of-ethics making. Before such a guide is developed, the present state of the art and the products has to be carefully analyzed. The present study will fill part of this need as it concerns the product, namely the codes of ethics. At present no research exists presenting a content analysis and taxonomy of codes of ethics related to educational administration.

To the best knowledge of the writer, this study constitutes the first attempt at a taxonomy of codes of ethics. The writer chose the profession of educational administration as his content field because of his own professional background in parochial educational administration. In order to serve both public and parochial school administration, the writer felt a need to explore the field of administrative ethics from both a general and a Christian perspective.

Purpose of the Study

The purpose of the study is to develop a content analysis and a taxonomy of codes of ethics that relate to the profession of educational administration.

Codes of ethics in educational administration are designed to guide the administrator in his decision making. A code of ethics may provide guidance concepts to the administrator, but if the administrator in his decision making does not act in harmony with his established professional code of ethics, the code is rather useless. Thus, an understanding of decision-making ethics is necessary for the analysis of codes of ethics.

After the content analysis of the codes of ethics, a taxonomy was developed. This taxonomy was an outgrowth of the analysis and may serve administration in developing, analyzing, or evaluating future codes of ethics.

Delimitations

The study will be delimited to ten codes of ethics of officially recognized organizations related to educational administration and eight additional professional codes of ethics of national organization.

Definition

Ethics, for the purpose of this study, may be defined as the concern for the consequences of one's actions in relation to right and wrong, which gives dependability to human conduct.

Professional codes of ethics are rules set up by professions in order to regulate their members, and the members are expected to comply with them.

The taxonomy is a classification of components of actual fields of study, in the present case, codes of ethics. It is not a prescriptive statement of the desired content of codes of ethics. As such it presents a perspective on the emphasis placed on the various components in codes of ethics. The major purpose of the taxonomy is to facilitate communication. In a way, the development of a taxonomy is not unsimilar to that of developing a plan for classifying a series of books. Primary in this task is the development of precise and usable definitions.

Bloom (1956, p. 17) stated the difference between taxonomy and a classification as follows:

> Taxonomies, particularly Aristotelian taxonomies, have certain structural rules which exceed in complexity the rules of a classification system. While a classification scheme may have many

> arbitrary elements, a taxonomy scheme may not. A taxonomy must be so constructed that the order of the terms must correspond to some "real" order among phenomena represented by the terms. A classification scheme may be validated by reference to the criteria of communicability, usefulness, and suggestiveness; while a taxonomy must be validated by demonstrating its consistency with the theoretical views in research findings of the field it attempts to order.

A component is a constituent part or an ingredient, a combination of which, makes up the whole unit--in the case of this study, the code of ethics.

Educational administration is the field of study undertaken by prospective and practicing educators in school, college, and university leadership positions.

Educational administrators are individuals who administer or assist in the administration of educational institutions.

An Overview of the Literature on Codes of Ethics

To date one of the most prominent studies in codes of ethics in educational administration was conducted by Roy Dexheimer. For many years Superintendent of Schools of Batavia, New York, Dexheimer (1969) in his dissertation studied code adherence and raised doubt about the relevance of the American Association of School Administrators' (AASA) Code of Ethics. He surveyed 242 superintendents of schools and asked them to respond to ethical options based on AASA Code of Ethics. He received 1,725 ethical and 1,905 unethical responses to his instrument. From this and other data he concluded that there existed a discrepancy between acceptance of a code of ethics and actual adherence to a code. Dexheimer also found superintendents in large districts adhering more closely to the code than did superintendents for smaller districts.

Klimes in a survey conducted in 1976 examined fourteen professional organizations related to educational administration. Of these associations, eight had adopted codes of ethics and six had no codes and had no plans to develop codes. Of the eight associations with codes, six had revised theirs within the last two years, one within the last three years, and one about ten years before the survey. Three associations required subscription to the codes, two associations gave an option to the members to subscribe, and three only informed their members about the existence of their codes.

Five associations responded to a question on the use of the codes. Two associations had used their codes as a guide in the previous three years, but three associations had not used them. Only one of the five associations had used them as guides in one or more legal cases in the previous three years. None of the codes was challenged in either administrative or legal cases.

Two associations found their codes very helpful, five considered them to be of some use, and none stated that they were not useful.

The study showed that while codes of ethics are used and have an influence on the profession, they are not a persuasive influence in the profession. In educational administration, codes of ethics are generally broad guides rather than clear professional standards of behavior.

In response to the writer's questionnaire, Joseph A. Sarthory (1976), associate director of the American Association of School Administrators, National Academy for School Executives, wrote that he sees

> a decline in the future use of codes of ethics, particularly in education. I may think that clients and other reference groups will be more concerned with producing than one's performance in terms of ethical dimensions. This I might emphasize is my point of view and may well not be that of the field at large.

From the Council of Educational Facility Planners (1976) comes the following observation:

> In my opinion, it is virtually impossible for us as a multidisciplinary organization to find an acceptable statement of ethics. We have spent many hours trying to develop a code without success. It is not because we do not recognize the importance of ethical conduct, but more because of the difficulty in expressing a meaningful and useful document which can be monitored. Maybe codes of ethics statements are passé.

Various opinions were expressed as to what should be the purpose of a code of ethics. An administrator of the National Association of Elementary School Principals (1976) stated that

> A Code of Ethics should be a statement of goals to be achieved by members of a given profession. It should not be a canon of standards to be enforced. It should serve as a beacon showing the way.

One of the major works on business and professional ethics, entitled The Ethical Basis of American Freedom, was published by the American Viewpoint, Inc. The editor, Ivan Hill (1976), brought together papers of twenty-one business and professional leaders dealing with business and professional ethics. Seven codes of ethics were presented in the book together with comments from experts in the respective fields. The volume brought together the anthropologist who wrote about reciprocity and gift giving, about unadaptation and adaptation in social systems, and an economic historian concerned with the relationship of honesty to the vialility of private-enterprise economics. The volume advocates stricter ethics and observes that today's open society with its ethics standard in disarray makes man an endangered species.

The Literature on the Rochester Conference on Educational Administration Ethics

In November 1968, the Department of Educational Administration, University of Rochester, organized the First Annual Seminar for Chief

School Officers and chose as the topic "Ethics and Superintendency." The American Association of School Administrators (AASA) supported the conference and Dr. Stephen Knezevich, executive secretary of the association, presented one of the papers. A total of nineteen professors and superintendents were in attendance at the three-day conference at which five major papers were presented. These have been published in Immegart and Burroughs' Ethics and the School Administrator (1970) together with two other papers.

Administrators have long found codes of ethics rather bothersome. Complex issues do not readily lend themselves to single codes. Further, it is much easier to operate by expediency rather than by ethics. Knezevich in Immegart and Burroughs (1970, p. 16) noted that "the ethical way of life demands infinitely more. Ethical behavior calls for the good ends to be pursued via the good means; the moral end must be realized through moral means."

According to Immegart and Burroughs (1970),

> The ethical dimension of educational administrative practice deserves its rightful place along side of the human, technical, and conceptual dimensions which are already a part of administrative training. In the end, it is the ethics which in large measure determines the choice in solving the larger problems confronting educational administrators today. (p. 10)

Beck, in the volume by Immegart and Burroughs (1970, p. 52), discusses the professions in their relation to ethics. He classifies free (individuals who practice their profession on their own) and bound (individuals who are associated with institutions) professionals. In this sense educational administrators are definitely bound:

> In a bound profession, there are three kinds of threats to the ideals which define the archetypal, the free, profession. They are: the ultimate decision on professional matters may lie outside the profession in the management of the institution; one's relation to other professionals within the institution

> may not be genuinely or purely professional but may rather become increasingly managerial; and one's genuinely and purely professional relations become increasingly more external to the institution and thus perhaps less effective in maintaining professional control of "in-groups" conduct.

Beck goes on to explain each of the three ideas and concludes that, indeed, the very nature of the profession makes for a limited application and usefulness of codes of ethics. To some extent, this is true of every code of ethics, for hardly anyone would argue that a code is the final solution to ethical problems. A code is seen by the present writer as one of the aids to assist individuals in educational decision making.

Dr. Theodore Brameld, Professor Emeritus of Educational Philosophy at Boston University, presented a paper entitled "Toward the Ethics of Educational Leadership" at the Rochester Conference in 1968. The paper published by Immegart and Burroughs (1970, p. 86) concluded with the following comment:

> In one important sense, ethics is the most indispensable of all humanistic disciplines. For it is, or could prove to be, the discipline most qualified to encourage leaders--and, even more, teachers and students--to search for the most impelling of all solutions that modern man encounters: the quality of the good life to which he alone can become committed because this alone is superlatively worth fighting for. . . . Only in close collaboration with other institutions, such as those of politics and religion, can any serious attempt hope to succeed.

The Ethical Screen Model, originally developed by Immegart and Burroughs (1970, p. 95) and adapted by the present writer, as shown in figure 1, presents a systems model for ethical decision making. Events, situation, or problems are fed into the screen and if none of the suggested five types of ethics screens it out, the intended course of action may be pursued with a knowledge that it was an ethical one. If on the other hand, one of the screens catches a problem, ethics would

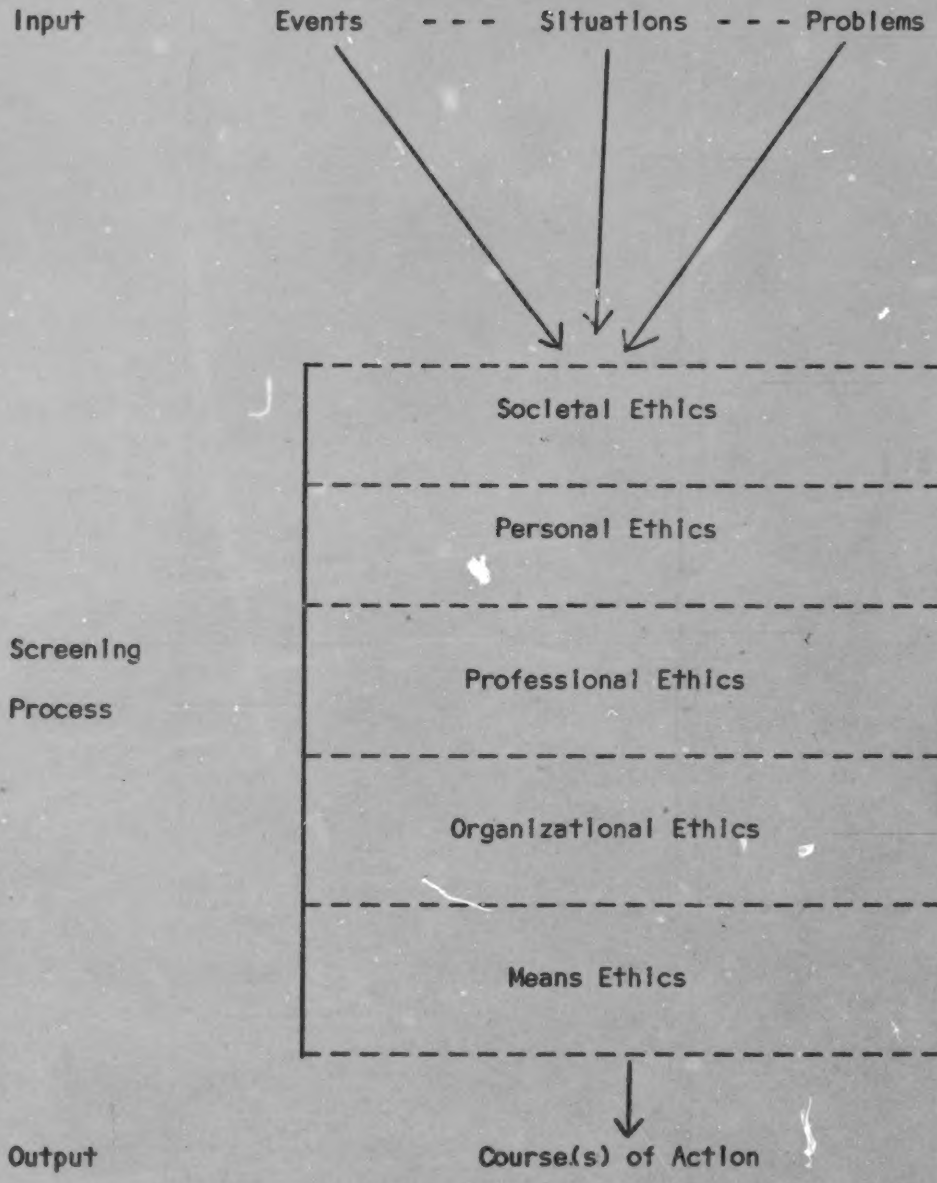
Input
Events
Situations
Problems
Societal Ethics
Personal Ethics
Screening Process
Professional Ethics
Organizational Ethics
Means Ethics
Output
Course(s) of Action

Figure 1. The educational administrator's ethical screen

Note: Based on Immegart and Burroughs, p. 95.

prohibit the pursual of the intended course of action.

Immegart and Burroughs (1970, p. 9) in summarizing the conference stated that three outcomes evidence the relevancy and stimulation of the conference:

> (1) the overt desire on the part of all participants to explore the literature relative to ethics after the seminar, (2) the desire to have a follow-up seminar on ethics at a later date, and (3) the formation of a "fireside-ethics-book-of-the-month discussion group" of area chief school officers in order to read and discuss further this topic area.

Innegart and Burroughs (1970, pp. 104-5) conclude their study with nine important implications for the professor of educational administration:

> 1. The ethical aspects of administrative practice in education are at least equally important, if not more so, than traditional skill or competency areas such as the human, technical, and conceptual areas already emphasized in the literature and training in this field.
> 2. Many of the problems, situations, and events that confront today's educational administrators have strong and pervasive ethical overtones.
> 3. Solution of some major issues that face practicing school administrators at the present time will be dependent upon appropriate attention to the complex ethical dilemmas that surround these issues.
> 4. The ethical aspects of educational administrator behavior are complex as a result of the impingement of societal, personal, professional, organizational, and means ethics. It is not possible for the administrator to utilize a single, comprehensive, all-inclusive ethical framework in coping with the ethical dimension of his job. Instead, he is faced with numerous, often conflicting or inharmonious, standards from a variety of sources.
> 5. Relatedly, the evaluation of ethical practice in educational administration is achieved from the perspectives of various reference groups and, since differing ethical standards can be used and since only minimal ethical validation for behavior in this job has occurred, such evaluations are inherently problematic.
> 6. Although the AASA Code of Ethics is a significant step toward more ethical behavior on the part of educational administrators, this Code has its limitations and the determination of ethical behavior by educational administrators cannot be based solely upon how closely they adhere to this Code.
> 7. If educational administrators are to cope effectively with the ethical complexity of their positions, greater exposure to ethics and the humanities will be required to enable them to realize the relevance of the ethical aspects of their behavior

and to apply this sensitivity in their day-by-day practice of administration.

8. Programs of preparation and professional association activities will need increasingly to devote attention to the ethics of administration and leadership in education. Not only must substantive knowledge from the humanities (on ethics) be explored but also applications of this knowledge must take place with practical, current situations.

9. Finally, the profession as a whole, must give systematic and conscious attention to the ethical dimension of administrative practice, and to what (or within what bounds) constitutes ethical practice.

The above serves as a good overview of the state of the ethical arts in educational administration. Since 1968, there have been many changes in society as well as in the profession of educational administration. But what was true in 1968 is most likely more true in the late 1970s.

Yet the call for ethical studies in educational administration has not been broadly heeded. One hopeful sign is the Value Interest Group at the National Conference of Professors of Educational Administration, of which the present writer is a member.

As educational administration becomes more and more involved in the business of managing educational resources, business ethics will have a continuously greater impact on the profession of educational administration. The recent years have witnessed a greatly increasing interest in business ethics.

The complexity of professional ethics calls first and foremost for a clearly developed and sound operational personal ethics. Every individual needs to develop his own code of ethics by which he lives and makes his decisions. Since religion plays an important part in many individuals' personal ethics and since the administrator deals with many individuals with strong religious backgrounds, the educational administrator should consider the dimensions of the Judeo-Christian ethics and their relationship to the professional in educational administration.

The Literature on Taxonomies in Education

Biologists have long classified biological life into such categories as phylum, class, order, family, genus, species, and variety.

Griffith (1959) argued that probably any science had its beginning with a taxonomy. Thus the development of a taxonomy of code of ethics components is an attempt to systematize the code development and evaluation process.

One of the major theoreticians in educational administration is Daniel E. Griffith, dean of the School of Education, New York University. Together with sixteen associates, Griffith (1969) developed four major taxonomies of organizational behavior in educational administration. One was based on decision making, one on the compliance theory, one on bureaucratic behavior, and one on systems theory. The volume included a chapter by Paul Cullinan on process and problems in taxonomic studies, which, to a large extent, served as basis for the present taxonomy.

The classic in this field is associated with the name Benjamin S. Bloom. Together with others, Bloom developed two major taxonomies of educational objectives, one for the cognitive and one for the affective domain.

Bloom's (1956) study of the Cognitive Domain classifies educational objectives into six categories. Klimes (1974) developed models of these six categories in his study on educational objectives and these models are given in figure 2. The first four categories deal

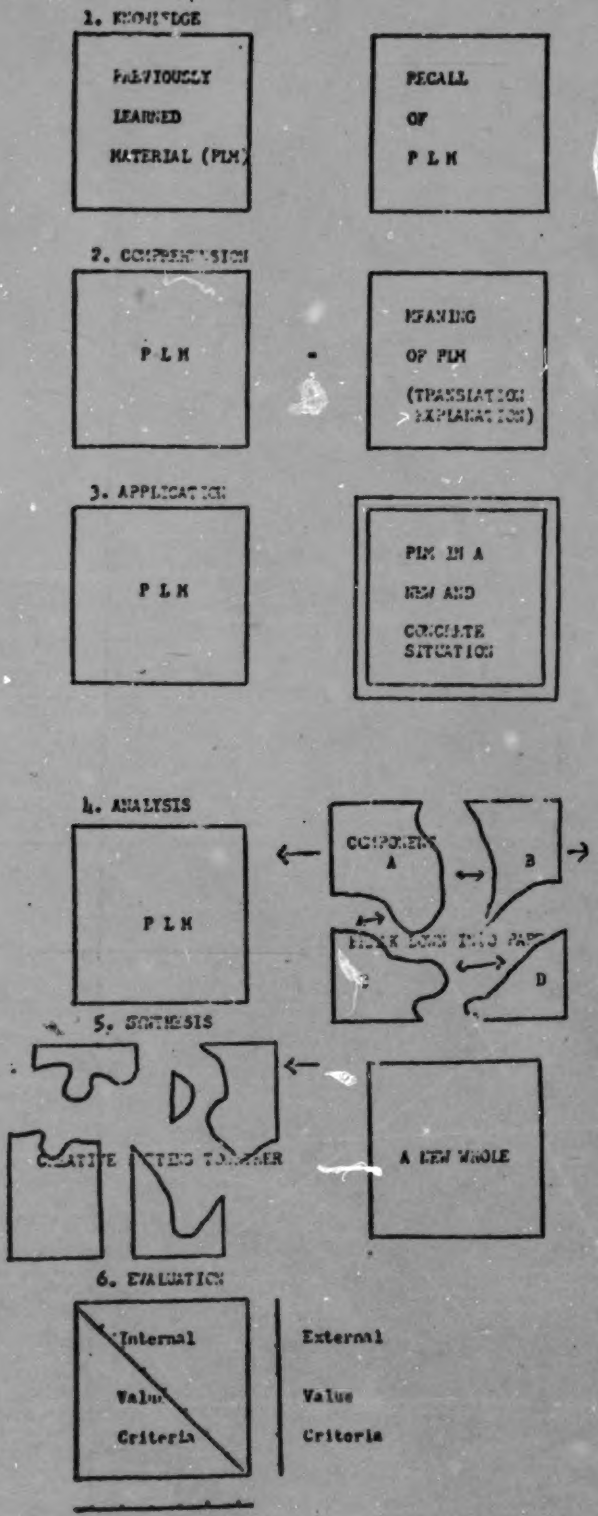
1. KNOWLEDGE
PREVIOUSLY
LEARNED
MATERIAL (PLM)
RECALL
OF
P L M
2. COMPREHENSION
P L M
=
MEANING
OF PLM
(TRANSLATION
EXPLANATION)
3. APPLICATION
P L M
PLM IN A
NEW AND
CONCRETE
SITUATION
4. ANALYSIS
P L M
COMPONENT
A
B
BREAK DOWN INTO PARTS
C
D
5. SYNTHESIS
CREATIVE PUTTING TOGETHER
A NEW WHOLE
6. EVALUATION
Internal
Value
Criteria
External
Value
Criteria

Figure 2. The Cognitive Domain

primarily with previously learned material (PLM) that is either recalled, explained, applied, or analyzed. The fifth category deals with the bringing together of components into a meaningful whole, while the sixth deals with the evaluation. Each category is symbolized by two squares in relation to each other. Knowledge is simple reproduction, comprehension involves an equation of previously learned material, application deals with previously learned material in a new and different situation. Analysis breaks up previous knowledge, while synthesis puts it all together. Evaluation deals with measurement of internal and external values according to specified criteria.

For the development of this study, Karthwohl, Bloom, and Masia's (1964, p. 35) study taxonomy of the affective domain may have some use. The authors used the following general taxonomy:

1.0 Receiving (Attending)
    1.1 Awareness
    1.2 Willingness to receive
    1.3 Controlled or selected attention
2.0 Responding
    2.1 Acquiscence in responding
    2.2 Willingness to respond
    2.3 Satisfaction in responding
3.0 Valuing
    3.1 Acceptance of a value
    3.2 Preference of a value
    3.3 Commitment (conviction)
4.0 Organization
    4.1 Conceptualization of a value
    4.2 Organization of a value system
5.0 Characterization of a value or value complex
    5.1 Generalized set
    5.2 Characterization

The reader may question if a taxonomy proves useful to the understanding and future development of codes of ethics. Few would doubt the utility of taxonomies in the natural and physical sciences. But taxonomies have been used so rarely in the social and behavioral sciences that the question of their usefulness is a very legitimate one. Bloom's taxonomies have been widely used, Griffith's, on the other hand, have made little impact on the study of educational administration. While the development of taxonomies is not by any means a major research approach, the writer, from his review of Bloom and Griffith, feels that taxonomies may serve a useful intermediate step in the analysis and further development of some complex areas of the social sciences.

Outline of the Study

Chapter one has presented an introduction to the study and, besides the regular sections, includes a short review of the literature.

Chapter two deals with the content analysis of the ten codes of ethics.

The taxonomy of codes of ethics is presented in chapter three.

Chapter four includes a summary and recommendations.

CHAPTER 2

THE CONTENT ANALYSIS OF TEN CODES OF ETHICS

Codes of ethics for the following associations were analyzed: American Association of Collegiate Registrars and Admissions Officers (AACRAO), American Association of State Colleges and Universities (AASCU), American Association of University Administrators (AAUA), American Association of University Professors (AAUP), Association of Seventh-day Adventist Educators (ASDAE), National Association of Secondary School Principals (NASSP), National Council of Accreditation for Teacher Education (NCATE), National Education Association (NEA), National Home Study Council (NHSC), and the National School Board Association (NSBA).

The National Commission on Administrator Relationships approved in 1976 the NASSP code and this code now serves also the American Association of School Administrators (AASA), the American Association of School Personnel Administrators (AASPA), the Association of School Business Officers (ASBO), and the National Association of Elementary School Principals (NAESP). Thus this one code of ethics spans all administrative levels and represents a common set of ethical standards in educational administration.

A short description of each of these associations is based on the information available in the Encyclopedia of Associations (1976) and is presented in the description for each code of ethics.

Thus, ten codes of ethics as adapted by fourteen associations in educational administration were analyzed. The associations without codes of ethics that responded to the survey were the Council of Educational Facility Planners, National Council of State Consultants in Elementary Education, Conference of Executives of American Schools for the Deaf, University Council for Educational Administration, Cooperative Education Association, and the Council of State School Officers.

Content Analysis

Content analysis is an established method in communications research. One of its foremost scholars, Thomas F. Carney (1972) of the University of Manitoba, defined it as

> A technique which aims to improve the quality of inferences we make. It is based on analyzing communications, be they verbal, written or pictoral. It analyzes by objectively and systematically picking out characteristics in specified parts of those communications. And it involves demonstrating how these characteristics are related to our inferences. (p. xv)

It should be pointed out that, as stated, content analysis can only improve, it cannot guarantee, the quality of inferences made. In this study, written communications were analyzed. All parts except the preamble of the selected ten codes of ethics were analyzed. The four characteristics selected for analysis were area, relationship, action, and ethical descriptions. The first characteristic deals with "what," the area; and the second with the "who to whom," which concerns the relationship. The third characteristic is the "do what," namely, the action; and the fourth is the "what kind," which relates to the ethical descriptions.

The writer determined the number of words and sections in the ten codes of ethics. The codes, as shown in table I, ranged from 180 words to 2,250 words and from 10 sections to 61 sections. The mean for the ten codes was 243 words and 25 sections.

A similar tabulation was undertaken using the codes of ethics for eight business and professional associations. (See table 2.) These codes proved to be much larger, ranging from 600 words to 12,750 words and 6 sections to 198 sections. Thus the business and professional codes of ethics, as far as the number of words is concerned, averaged about six times as long and had more than twice as many

TABLE I

NUMBER OF WORDS AND SECTIONS OF TEN CODES OF ETHICS RELATED TO EDUCATIONAL ADMINISTRATION

Organization	Estimated Number of Words	Number of Sections
AACRAO	270	10
AASCU	360	12
AAUA	1,260	37
AAUP	1,220	46
ASDAE	300	12
NASSP, AASA, AASPA, ASBO, NAESP	180	10
NCATE	300	9
NEA	480	27
NHSC	2,250	61
NSBA	800	26
Total	7,425	247
Mean	743	25

TABLE 2

NUMBER OF WORDS AND SECTIONS OF EIGHT SELECTED PROFESSIONAL CODES OF ETHICS

Organization	Estimated Number of Words	Number of Sections
Direct Selling Association	3,050	22
Public Relations Society of America	9,350	156
National Association of Broadcasters	13,750	198
American Society of Newspaper Editors	600	6
National Association of Realtors	2,200	24
American Football Coach Association	3,850	63
International Association of Chiefs of Police	1,800	11
American Psychological Association	4,400	95
Total	39,000	575
Mean	4,875	72

sections as the codes in educational administration.

A brief survey of the parts of the codes of ethics was also undertaken. As can be seen in table 3, all business and professional codes and the order of ethics in educational administration had preambles and listed responsibilities. Codes of ethics in educational administration had no other categories, except two for enforcement. However, 10 percent of business and professional codes had sections related to aspects of advertising, 5 percent had interpretive samples, and 20 percent had provisions for enforcement. The codes of ethics in business

TABLE 3

SECTIONS OF SELECTED CODES OF ETHICS

Selected Codes of Ethics	Categories				
	Preamble	Responsibilities	Advertising	Interpretation	Enforcement
Business and professional codes	8	8	2	1	4
Educational administration codes	10	10	0	0	2
Total	18	18	2	1	6
Percentage of codes	100	100	10	5	33

and professions were, on the whole, more carefully developed and detailed than were those in educational administration.

The data concerning the content analysis of the ten codes of ethics are presented in appendix A.

Code of Ethics of the American Association of Collegiate Registrars and Admissions Officers (AACRAO

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) was founded in 1910. Member institutions and member representatives include college and university registrars and admission, financial aid, and institutional research officials. The publications of the Association are: College and University, Newsletter, Report of Credit Given by Educational Institutions.

The AACRAO code of ethics is a very short one. It consists of 11 sections and about 270 words. As shown in table 4 its content centers on policies, information, and quality concerns.

The code concerns itself primarily with relationships between administrator and the institution and the administrator and society. Of all the codes analyzed, it ranks highest in supporting action. The ethical descriptions are varied, and the highest deals with honesty.

The code deals exclusively with administrative relationships. Each section concerns itself with an aspect in which the registrar or admissions officer would be involved as an administrator. No guidelines for enforcement are provided. One of its unusual features is the reference for "courage to experiment" and "courage to assert ourselves. . . ." This may reflect somewhat the desire of the profession to make an impact, or possibly a greater impact, on the operation of colleges and universities. The code is quite general and deals with larger concepts rather than the detailed operations of the profession.

Code of Ethics of the American Association of State Colleges and Universities (AASCU)

The American Association of States Colleges and Universities (AASCU) was founded in 1961. Its members are colleges and universities offering programs leading to a degree of bachelor, master or doctor, which are wholly or partially state supported and controlled. It was organized to enable members to express their views regarding national affairs; to present the contributions and services of state colleges and universities effectively to the public and to agencies

TABLE 4

CONTENT ANALYSIS OF THE CODES
OF ETHICS OF THE AACRAO

Area	No.	%	Action	No.	%
Educational goals	1	8	Supporting	9	69
Individual rights	1	8	Accomplishing	2	16
Policies	2	17	Opposing	1	8
Quality	2	17	Communicating	1	8
Information	2	17	Avoiding	1	8
Relationship	1	8			
Student development	1	8			
Quality	1	8			
Honesty	1	8			
Professional development	1	8			
Relationship	No.	%	Ethical Description	No.	
Administrator-institution	4	36	Educational goals	3	
Administrator-society	3	27	Contrary policies	1	
Administrator-professor	2	18	Rights	1	
Administrator-student/			Responsive	1	
parent	1	9	Honest	4	
Administrator-student	1	9	Sensitive	1	
			Responsible	2	
			Critical	1	

concerned with higher education; to provide representation of members in national education organizations. It conducts national and regional workshops; distributes films, publications, and other material. It presents a Distinguished Alumnus Award annually to an alumnus of a member institution for outstanding public service. Its publications include: Memo: To the President, Membership List, Proceedings of Annual Meeting, and Studies.

The AASCU, among others, provides a code for ethical relationships for college and university presidents.

The code of ethics of the AASCU is one of the shorter codes consisting of 12 sections and about 360 words. Table 5 shows that it

TABLE 5

CONTENT ANALYSIS OF THE CODES
OF ETHICS OF THE AASCU

Area	No.	%	Action	No.	%
Professional obligation	3	23	Communicating	1	9
Relationship	1	8	Controlling	4	36
Policy	1	8	Supporting	2	18
Professional competence	1	8	Accomplishing	2	18
Freedom	1	8	Avoiding	1	9
Private gain	2	16	Possessing	1	9
Information	1	8			
Accountability	1	8			
Individual rights	1	8			
Relationship	No.	%	Ethical Description	No.	
Board-administrator	1	8	Exemplary	1	
Administrator-all	1	8	Ethical basis	1	
Administrator-board	4	33	Limits	1	
Administrator-society	1	8	Freedom	2	
Administrator-constituency	1	8	Best of ability	1	
Administrator-subordinate	1	8	Honesty	1	
Administrator-institution	3	25	Appropriate	2	
			Rights	1	

concerns itself with professional obligations and clearly counsels against private gain from professional pursuits. About one-third of the sections deal with control, which is more than the other codes except one. The code descriptions are varied and deal with the whole range of ethical issues. Nearly all code relationships are administrative ones, about one-third dealing with administrator-board relations and one-fourth with administrator-institution relationships.

Code of Ethics of the American Association of University Administrators (AAUA)

The American Association of University Administrators was founded in 1970. Its purpose is to promote excellence in the administration of higher education and to assist career administrators to continue their professional growth through organizational affiliation. Its publication is called Communique.

The code of ethics of the AAUA is one of the more detailed ones, consisting of 37 sections and about 1,260 words. It is nearly twice as long as the average code of ethics in educational administration. It consists of two major divisions, the first dealing with the responsibilities of the administrator and the second with his rights. Each division is further divided into a number of sections and subsections. Both the responsibilities and rights include sections on employment conditions, office operations, career consideration, and personal responsibilities.

Table 6 presents the content analysis of the AAUA code of ethics. The two largest areas of concern are personnel policies and institutional resources. The actions are mainly possessive and supportive. Less than one-eighth of them are controlling. Relationships fall into four quarters: administrator-subordinate, board-administrator, administrator-institution, and the fourth a combination of institution-administrator and administrator-self. The predominant ethics description that emerges from the analysis concerns rights of administrators.

Code of Ethics of the American Association of University Professors (AAUP)

The American Association of University Professors (AAUP) was founded in 1915. It is a professional organization of college and

TABLE 6

CONTENT ANALYSIS OF THE CODES OF ETHICS OF THE AAUA

Area	No.	%	Action	No.	%
Professional obligation	2	6	Supporting	10	27
Institutional resources	5	14	Avoiding	2	4
Advance of knowledge	1	3	Controlling	3	12
Policy	1	3	Accepting	5	14
Campus milieau	1	3	Communicating	2	4
Personnel policies	14	38	Possessing	15	13
Professional competence	1	3			
Professional development	2	6			
Evaluation	1	3			
Representation	2	6			
Confidentiality	2	6			
Individual rights	3	9			
Disruption	1	3			
Association	1	3			
Relationship	**No.**	**%**	**Ethical Description**	**No.**	
			Discrimination	1	
Administrator-Institution	8	23	Authority of office	1	
			Limits	4	
Administrator-subordinate	9	26	Harassment	2	
Administrator-self	3	9	Due respect	3	
Board-administrator	9	26	Appropriate	1	
			Just	1	
Institution-administrator	6	17	Clarity	1	
			Rights	18	
			Just	1	

university teachers, research scholars, and academic librarians. Its publications include: the Academe and the Bulletin.

One of the best known codes of ethics in education is that of the American Association of University Professors. It is also one of the larger ones, somewhat similar in size to the AAUA. The code consists of a number of parts. Some are more general in nature, others more specific and are presented in numbered sections. As shown in table 7, the two main themes of the code are freedom, mainly academic and professional responsibility. But the code also concerns itself with advancement of knowledge, student development, and staff development. More than half of the actions of the code are supportive in nature. This code presents approval for selective opposition.

Since this code is not extremely concerned with administrators, many of the relationships deal with teachers. Teacher-student relationships predominate, and then come others between the teacher and the profession, between fellow teachers, and between the teacher and the institution. The three ethical descriptions employed more often than any others are freedom, honesty, and individual rights.

The AAUP is not only a professional association but a professors' union. Thus, like the NEA code, it serves a somewhat different purpose than do the codes of the purely professional organizations.

Code of Ethics of the Association of Seventh-day Adventist Educators (ASDAE) for School Administrators

The Association of Seventh-day Adventist Educators (ASDAE) was founded in 1970. It consists of administrators, teachers, and student teachers. Its aims are the promotion of ideals and principles of Christian education, the interpretation of Christian education within the overall church objectives, and the fostering of cooperation in national and international projects. It publishes the Journal of Adventist Education.

The Seventh-day Adventist Church operates the second largest parochial school system in the United States. While many other codes may have a bearing on the work of administrators in Seventh-day

TABLE 7

CONTENT ANALYSIS OF THE CODES OF ETHICS OF THE AAUP

Area	No.	%	Action	No.	%
Advancement of knowledge	5	10	Supporting	26	51
Honesty	3	6	Communicating	4	8
Professional development	1	2	Accomplishing	5	10
Self-discipline	1	2	Avoiding	6	12
Private gain	3	6	Opposing	1	2
Student development	4	8	Controlling	1	2
Confidentiality	1	2	Possessing	3	6
Freedom	9	18			
Professional obligation	8	16			
Quality	1	2			
Policies	1	2			
Personnel policies	3	6			
Individual rights	1	2			
Representation	1	2			
Disruption	1	2			
Political action	1	2			
Discipline	4	8			

Relationship	No.	%	Ethical Description	No.
Teacher-professor	8	16	Deep conviction	1
Administrator-professor	2	4	Honesty	6
Teacher-student	10	20	Critical	1
Teacher-teacher	7	14	Freedom	11
Teacher-institution	7	14	Best standards	1
Teacher-society	1	2	Confidential	1
Teacher-all	1	2	Obligation	1
Teacher/administrator-			Due respect	3
professor	5	10	Professional judgment	1
Institution-student	1	2	Responsibility	1
Teacher-professor	1	2	Effective	1
Association-teacher	2	4	Rights	5
Administrator-teacher	1	2	Dissent	1
			Grievance	3
			Fair	4
			Beliefs	3
			Irrelevant	1
			Conflict	1
			Unjustified assult	1

Adventist schools, this code serves its unique purpose and deals with issues not usually included in codes of general professional organizations. The code analysis is presented in table 8. The code is one of the shortest ones, consisting of 12 sections and about 300 words. Nearly a quarter of the sections deal with personnel policies; the other two larger sections are order and information. Nearly half of the action of code concerns are of a supportive nature; the other two larger sections are controlling and avoiding. This code includes more of these actions than do the large majority of codes.

The code is strictly an administrator's code and every relationship deals with administrators. Most of those relationships are institutional, rather than professional in nature.

Code of Ethics of the National Association of Secondary School Principals (NASSP)

The National Association of Secondary School Principals (NASSP) was founded in 1916. It is made up of secondary school principals and assistant principals; other persons engaged in secondary school administration and/or supervision; and college professors teaching courses in secondary education. It sponsors the National Association of Student Councils, National Honor Society, and National Junior Honor Society. Its publications include: Newsletter, Student Advocate, Bulletin, City Currents, Curriculum Report, Legal Memoranda, The Practitioner, and Administrative Information Report.

This code was developed with the aid of six professional associations in education. Of all the codes studied, it is the shortest. It consists of 10 sections and about 180 words. As noted

TABLE 8

CONTENT ANALYSIS OF THE CODES OF ETHICS OF THE ASDAE

Area	No.	%	Action	No.	%
Information	2	15	Supporting	6	43
Order	2	16	Controlling	4	29
Personnel policies	3	23	Avoiding	3	22
Professional development	1	8	Communicating	1	7
Policies	1	8			
Personal gains	1	8			
Educational goals	1	8			
Relationships	1	8			
Confidentiality	1	8			
Relationship	**No.**	**%**	**Ethical Description**	**No.**	
Administrator-others	3	27	Just	1	
Administrator-subordinate	1	9	Fair	1	
Administrator-self/staff	1	9	Conflict of interest	1	
Administrator-profession/ institution	1	9	Goals	1	
			Permission	1	
Administrator- institution	3	27	Criticism	1	
			Confidential	2	
Administrator-student/ staff	1	9	Order	2	
Administrator- administrator	1	9			

In table 9, its concerns center on policy, with about one-third of the sections dealing with this topic. All sections concern themselves with the administrator, half of them with the relationship of the administrator to the profession and about one-third to society. Only one section deals with students and one deals with the board. Nearly two-thirds of its actions are of a supporting nature, but one-fifth are of a correcting nature and one-tenth of an avoiding nature. As a whole, it is a very positive, carefully developed, and concise code of ethics.

TABLE 9

CONTENT ANALYSIS OF THE CODES
OF ETHICS OF THE NASSP

Area	No.	%	Action	No.	%
Quality	1	8	Accomplishing	1	10
Honesty	1	8	Supporting	6	60
Individual rights	1	8	Correcting	2	20
Due process	1	8	Avoiding	1	10
Policies	4	31			
Private gain	1	8			
Accredited institution	1	8			
Research	1	8			
Professional development	1	8			
Student development	1	8			
Relationship	**No.**	**%**	**Description**	**No.**	
Administrator-student	1	10	Well-being	1	
Administrator-profession	5	50	Fundamental value	1	
Administrator-society	3	30	Honesty	1	
Administrator-board	1	10	Due process	1	
			Rights	1	
			Appropriate measure	1	
			Educational goal	1	
			Personal gain	1	
			Professional standards	1	

Code of Ethics of the National Council for Accreditation of Teacher Education (NCATE)

The National Council for Accreditation of Teacher Education (NCATE) was founded in 1952. It consists of representatives from constituent groups, colleges and universities, state department of education, school boards, teachers, and other professional groups. It is an extra-legal voluntary accrediting body devoted exclusively to evaluation and accreditation of institutions for preparation of school service personnel, including school principals, supervisors, superintendents, guidance counselors, and other specialists for school oriented positions. It has accredited 515 colleges and universities. It publishes an Annual List of Accredited Institutions.

NCATE is not only a professional organization, but also an accrediting association. It has a short code made up of only 9 sections and about 300 words. But each section consists of a well-thought-out paragraph explaining one facet of professionalism. Table 10 shows that most of the code deals with professional relationships, the other parts concern confidentiality and prohibition of private gain. This code has nearly half of its actions in the controlling section. A position portion higher than other code is educational administration. The other two larger action areas are supporting and avoiding. The relationships of the code deal mainly with the teacher or administrator in relation to his profession. The sections

TABLE 10

CONTENT ANALYSIS OF THE CODES
OF ETHICS OF THE NCATE

Area	No.	%	Action	No.	%
Relationship	6	66	Supporting	2	22
Private gain	1	11	Controlling	4	44
Confidentiality	2	22	Accomplishing	1	11
			Avoiding	2	22
Relationship	No.	%	Ethical Description	No.	
Teacher-professor	1	11	Close association	2	
Teacher/administrator-professor	8	88	Double jeopardy	1	
			Honesty	1	
			Safeguarding	2	
			Predisposing factors	1	
			Ethical basis	1	

of the code are labeled principles, a practice generally followed in codes of ethics.

Code of Ethics of the National Education Association (NEA)

The National Education Association (NEA) was founded in 1857. It is a professional organization of elementary and secondary school teachers, college and university professors, administrators, principals, counselors, and others interested in American education. Its publications include the Reporter and Handbook.

In a way similar to the AAUP, which serves on the higher educational level, the NEA serves as one of the teachers' unions concerned with education on the K-12 level. Its code is less than average length and consists of 23 sections. It is essentially a teacher's code, but as such it has broad implications for educational administrators. As noted in table II one-third of its sections deal with student development, another one-fifth with professional obligations. This code more than any other code in educational administration employs avoidance. A total of four-fifths of its sections deal with prohibitions or negatives. More than half of the sections deal with teacher-student relations, the rest with the teacher's relationship to his profession.

The NEA code, like the AAUP, is in a class of its own. It serves not only professional purposes but also those concerning labor organizations.

Code of Ethics of the National Home Study Council (NHSC)

The National Home Study Council was founded in 1926. It is an

TABLE 11

CONTENT ANALYSIS OF THE CODES OF ETHICS OF THE NEA

Area	No.	%	Action	No.	%
Student development	8	32	Accomplishing	2	10
Information	3	12	Avoiding	16	80
Policy	2	8	Supporting	2	10
Private gain	2	8			
Confidentiality	2	8			
Professional obligation	5	20			
Personnel policy	1	5			
Professor competence	1	4			
Relationship	**No.**	**%**	**Ethical Description**	**No.**	
Teacher-student	13	60	Worthy society member	1	
Teacher-professor	10	40	Educational goals	2	
			Reasonable	2	
			Freedom	1	
			Relevant	2	
			Intentional embarrassment	1	
			Unfair	1	
			Legal requirements	1	
			Higher ideals	1	
			Equality of service	1	
			Honesty	4	
			Character	1	
			Unauthorized	1	
			Malicious	1	

association of private home study (correspondence) schools. Its purpose is "to establish standards for the operation and conduct of home study schools and serve as the accrediting agency for schools meeting these." The U.S. Office of Education listed it as a "nationally recognized accrediting agency." Publications are: *News*, *Directory of Accredited Private Home Study Schools*, and *Accredited Home Study Courses for Industry Training*.

The NHSC concerns itself more with institutions than with the administrators operating the institutions. The code is long, about three times as long as the average code of ethics in educational administration. As presented in table 12, nearly half of its sections deal with information. The three other larger concerns are institutional resources and general and personnel policies. This code is the only one that places much heavy emphasis on information and institutional resources. The nature of home-study institutions seems to demand a more business-like code of ethics. It is also longer than most codes and has a greater emphasis on areas of concern to those engaged in profit-making business.

Nearly half of the actions of the code relate to communication. The two major relationships in which the code deals are institution to society and institution to applicant. No other code emphasizes these two areas. The ethical descriptions most commonly used are connected with fairness, honesty, and clarity.

Code of Ethics of the National School Board Association (NSBA)

The National School Board Association (NSBA) was founded in 1940. It is a federation of state school board associations and provides information on such topics as: curriculum development, legislation affecting schools, and school administration. Its publications include: Fast Report, The American School Board Journal, School Boards, Research Reports, Congressional Directory, Constitution and By-Laws, Convention Proceedings, and State Association Directory.

The NSBA deals with administration from a different perspective, namely Boards of Education in the K-12 system operating through educational administrators. The code is of average length. Table 13

TABLE 12

CONTENT ANALYSIS OF THE CODES OF ETHICS OF THE NHSC

Area	No.	%	Action	No.	%
Information	28	47	Communicating	26	46
Policy	7	12	Controlling	10	17
Professional obligation	2	4	Accomplishing	9	15
Personnel Policies	3	11	Avoiding	4	8
Professional development	2	4	Supporting	8	14
Institutional resources	14	14			
Relationships	1	2			
Student rights	1	2			
Representation	1	2			

Relationship	No.	%	Ethical Description	No.	
Institution-society	15	25	Honesty	5	
Institution-applicant	15	25	Clarity	4	
Institution-employee	2	3	Fairness	6	
Staff-institution	1	2	Freedom	2	
Institution-state	1	2	Guarantee	1	
Institution-professor	4	7	Reasonably proper	3	
Institution-student	9	16	Rights	4	
Administrator-professor	3	5	Appropriate	1	
Administrator-applicant	7	12	Policy	1	
Administrator-institution	1	2	Acceptable	1	
			Ethical basis	1	

presents a content analysis of the NSBA code of ethics. The areas of concern are widely scattered among the whole field of administration, with a larger number professional obligations, policy, and relationships. Nearly half of the actions mentioned in the code are of a supportive nature, less than one-tenth being of a controlling type. Many relationships are internal board relationships. The other two larger areas of board relationships concern society and the administration.

Survey Analysis

The foregoing section presented a code by code analysis. For

TABLE 13

CONTENT ANALYSIS OF THE CODES OF ETHICS OF THE NSBA

Area	No.	%	Action	No.	%
Educational goals	1	4	Possessing	2	8
Personnel policy	1	4	Supporting	13	48
Confidentiality	1	4	Communicating	4	15
Public trust	1	4	Accomplishing	3	11
Student development	1	4	Controlling	2	8
Information	2	8	Avoiding	3	11
Organization	1	4			
Professional obligation	4	16			
Professional development	2	8			
Relationship	3	12			
Honesty	1	4			
Policy	4	16			
Evaluation	1	4			
Freedom	1	4			

Relationship	No.	%	Ethical Description	No.	
Board-society	6	21	Entrust	1	
Board-state	2	8	Without distruction	1	
Board-institution	3	11	Local authority	1	
Board-board	10	28	Freedom	2	
Board-administrator	5	14	Effective	2	
Board-associates	1	4	Cooperation	1	
Board-others	1	4	Honesty	1	
			Ideal condition	1	
			Available facts	1	

the purpose of this study, survey and trend data are also important. Thus the findings regarding all codes were summarized in this section.

Table 14 presents a summary analysis of the areas of concern of the ten codes of ethics in educational administration. This table, and the following three tables, present the data organized in four ways. The first column presents the number of codes in which a specific area occurs. No area is the concern of all ten codes, but nine of the ten codes deal with policies and eight with professional

TABLE 14

SUMMARY ANALYSIS OF AREAS OF CONCERN OF TEN CODES OF ETHICS IN EDUCATIONAL ADMINISTRATION

	Occurrence in no. of codes	No. of occurrences	% of occurrence	Rank of occurrence
Accountability	1	1	.4	26
Accredited institution	1	1	.4	26
Advancement of knowledge	2	6	2.4	14
Association	1	1	.4	26
Campus milieu	1	1	.4	26
Confidentiality	6	9	3.6	11
Discipline	1	1	.4	26
Disruption	2	2	.8	20
Due process	1	1	.4	26
Educational goals	3	3	1.2	17
Evaluation	2	2	.8	20
Freedom	3	11	4.4	9
Honesty	4	6	2.4	14
Individual rights	6	8	3.2	12
Information	6	38	15.1	1
Institutional resources	2	19	7.5	5
Order	3	3	1.2	17
Personnel policies	6	25	9.9	2
Policies	9	23	9.1	4
Political action	1	1	.4	26
Private gains	7	12	4.8	8
Professional competence	3	3	1.2	17
Professional development	8	10	4.0	10
Professional obligation	6	24	9.5	3
Public trust	1	1	.4	26
Quality	5	6	2.4	14
Relationships	7	14	5.6	7
Representation	2	3	1.2	17
Research	1	1	.4	26
Self-discipline	1	1	.4	26
Student development	5	15	6.0	6
Total	104	252	100.0	

development. The second column shows the total number of occurrences of the area in all the ten codes. The occurrence ranked from a low 1 to a high 38. The next column presents the foregoing data as a percentage of the total number of area occurrences (252). The largest area was information with 15.1 percent, the second largest personnel policy with 9.9 percent. The fourth column presents the rank order of the occurrences. The ten highest ranking areas of concern of codes of ethics in educational administration were: information, personnel policies, professional obligation, general policies, institutional resources, student development, evaluation, relationship, private gain, and professional development.

The second summary presented in table 15 concerns itself with the relationships which the codes highlight. In the codes, nearly a third of the sections deal with relationships in which the administrator is the primary active actor, and the same number deal with sections in which the teacher professor is the main actor. Institution--others relationships come next, and less than one-fifth of administrative relationships, as given in the codes, concern the board. These same data are presented in table 16 in another way. This table shows the number of receivers of action in the ten codes of ethics in educational administration. Over one-fifth of the code sections deal with administrator/teacher relationships to the profession. The next highest area of relationships is to students, society, the institution, fellow-administrators, and applicants. The relationship to the associates and to the constituency is rarely, if ever, mentioned.

Table 17 shows the actions which are the concern of the ten codes of ethics in educational administration. More than one-third

TABLE 15

SUMMARY ANALYSIS OF RELATIONSHIPS OF TEN CODES OF ETHICS IN EDUCATIONAL ADMINISTRATION

		Occurrence in no. of codes	No. of occurrences	% of occurrence	Rank of occurrence
Administrator	- Administrator	1	1		
	Applicant	1	7		
	Board	1	1		
	Constituency	1	1		
	Institution	5	19		
	Profession	3	10		
	Profession/Institution	2	3		
	Others	1	3		
	Self	1	3		
	Self/Staff	2	2		
	Society	3	7		
	Subordinate	3	11		
	Student	2	2		
	Student/Parents	1	1		
	Teacher	1	1		
Subtotal		28	72	29.6	1.5
Association	-Society	1	2	0.8	5
Board	- Administrator	3	15		
	All	1	1		
	Association	1	1		
	Board	2	14		
	Institution	1	3		
	Others	1	1		
	Society	1	6		
	State	1	2		
Subtotal		11	43	17.7	4
Institution	- Administrator	1	6		
	Applicant	1	15		
	Employee	1	2		
	Profession	1	4		
	Society	1	15		
	State	1	1		
	Student	2	10		
Subtotal		8	53	21.8	3
Teacher	- All	1	1		
	- Institution	1	7		
	- Profession	4	20		
	- Student	2	23		
	- Teacher	1	7		
Teacher/Administrator	- Profession	3	14		
Subtotal		12	72	29.6	1.5
Staff	- Profession	1	1	0.4	6
Total		61	243		

TABLE 16

SUMMARY ANALYSIS OF RECEIVERS OF ACTION IN TEN CODES OF ETHICS IN EDUCATIONAL ADMINISTRATION

Code Application to:	Occurrences in No. of Codes	No. of Occurrences	% of Occurrences	Rank of Occurrences
Administrator	5	22	9.1	5.5
All	2	2	0.8	13.5
Applicant	2	22	9.1	5.5
Association	1	1	0.4	15.5
Board	3	15	6.2	7
Constituency	1	1	0.4	15.5
Employee	1	2	0.8	13.5
Institution	7	29	11.9	4
Profession	10	52	21.4	1
Others	2	4	1.7	11
Self	2	5	2.1	10
Society	6	30	12.4	3
Subordinate	3	11	4.5	8
State	2	3	1.2	12
Student	7	36	14.8	2
Teacher	2	8	3.3	9
Total	57	243	100.0	

of the actions are supportive of some existing order or process. The next most common areas are communicating and avoiding. Just over one-tenth of the code sections deal with controlling. Thus, contrary to common opinion, administration, as seen through these ten codes of ethics, deals little with the controlling process. Both correcting

TABLE 17

SUMMARY ANALYSIS OF TYPES OF ACTION IN TEN CODES OF ETHICS IN EDUCATIONAL ADMINISTRATION

	Occurrences in no. of codes	No. of occurrences	% of occurrences	Rank of occurrences
Accomplishing	9	30	12.2	4
Avoiding	10	39	15.9	2.5
Communicating	7	39	15.9	2.5
Controlling	7	28	11.4	5
Correcting	1	2	0.8	7.5
Opposing	2	2	0.8	7.5
Possessing	4	21	8.6	6
Supporting	10	84	34.3	1
Total	50	245	100.0%	

and opposing actions are rarely mentioned. All ten codes deal with supportive and avoiding actions. Nine of the ten deal with accomppIishing actions. Communicating and controlling are mentioned in seven codes, while only one deals with corrective action.

This chapter analyzed the content of ten codes of ethics in educational administration. The data were presented in various ways in order to feature the diverse characteristics of the ten codes. In the next chapter, the writer will build on these data and formulate a taxonomy of code of ethics components in educational administration.

CHAPTER 3

DEVELOPMENT OF THE TAXONOMY

The taxonomy grew out of a content analysis of ten codes of ethics in educational administration. Only components that ranked above the median in occurrence were considered in the taxonomy.

Three lists developed in the content analysis were tabulated and related components were combined. These lists concerned the areas, relationships, and actions. The fourth list, ethical descriptions, while used in the taxonomy did not lend itself to statistical treatment. The lists were carefully analyzed and refined. Then the components were defined within a framework of divisions and subdivisions.

The taxonomy was designed to be an educationally logical classification system. The boundaries, as far as possible, were to be primarily useful to the educational administrator who analyzes, develops, or uses codes of ethics. Further, the taxonomy was designed to follow logic in defining the terms precisely and to use the definitions consistently. The taxonomy, as far as possible, avoided value judgments. It was to be purely descriptive. Within those above limitations, the classification choices were then as little arbitrary as possible, but there still remained many ways of classification.

Before a taxonomy can be built it is necessary to first clearly identify what is to be classified. The present study deals with components of codes of ethics in educational administration. As defined earlier, these are constituent parts that, in various combinations, make up codes of ethics.

The taxonomy like Bloom's (1956, p. 44) makes use of three levels of definitions. The first level is a verbal description, consisting of carefully developed phrasing. The second level consists of a list of components included in the categories or subcategories as found in various codes of ethics in educational administration. Some of these have been slightly modified in form in order to fit the grammatical structure. The third level concerns the exact task the educational administrator is to perform. These tasks are presented in multiple-choice test form in order to highlight for the reader the differences from closely related actions. Some of these examples were taken from various other studies; others were developed especially for use in this study.

The Taxonomy

The taxonomy grew out of the content analysis of the previous chapter. The data were carefully analyzed and a tentative taxonomy was developed by listing the areas, actions, and relationships used in five or more codes of ethics. In the light of the various relationships, the actions and areas were paired on the basis of their frequent joint occurrence in the codes. The categories and subcategories were first listed alphabetically, but later they were ordered in a logical sequence, with the support actions first and the avoidance actions last. The word "pursuing" was substituted for "achieving" because, in the context of the taxonomy, it appeared more descriptive and appropriate.

The categories and their subdivisions are:

- 1.0 Supporting
  - 1.1 Professional obligation
  - 1.2 Professional relationships
  - 1.3 Individual rights
  - 1.4 General policies
  - 1.5 Personnel policies
  - 1.6 Student development
  - 1.7 Quality emphasis
- 2.0 Pursuing (development)
  - 2.1 Professional development
  - 2.2 Others
- 3.0 Controlling
  - 3.1 Confidentiality
  - 3.2 Others
- 4.0 Communicating
  - 4.1 Information
  - 4.2 Others
- 5.0 Avoiding
  - 5.1 Private gain
  - 5.2 Others

Table 18 shows the relative source, strengths, and relationship concerns of each category and subcategory of the taxonomy. These

TABLE 18

RELATIVE SOURCE, STRENGTHS, AND RELATIONSHIP CONCERNS OF TAXONOMY COMPONENTS

Categories and Subcategories	Occurrence in no. of codes	Primary relationship to		
		Profession	Institution	Individual
Supporting	10			
Professional obligation	6	X		
Professional relationships	7	X		
Individual rights	6			X
General policies	9		X	
Personnel policies	6			X
Student development	5			X
Quality emphasis	5		X	
Pursuing (development)	9			
Professional development	8	X		
Others				
Controlling	7			
Confidentiality	6			X
Others				
Communicating	7			
Information	6		X	
Others				
Avoiding	10			
Private gain	7			X
Other				

data show that each category and each subcategory occurred in five or more of the ten codes of ethics. Three subcomponents related to the profession, three to the employing institutions, and four to various individuals.

Table 19 presents the areas and direction of the five categories of the taxonomy. The first category concerns itself with the facilitation of education on the basis of the current patterns. The second category deals with the development and advancement of the profession through professional pre- and in-service development. The third category deals with change and limits of change that the profession attempts to impose on its members. The fourth category deals with the linking of the profession with the various publics. The last category deals mainly with behavior unacceptable to the profession. While the first four are positive statements of action, the last one is a negative one of prohibition.

A taxonomical model of the components of the Codes of Ethics in Educational Administration is presented in figure 3. The supporting categories serve as a context and foundation of the work of the educational administrator. The educational administrator must first become acquainted with the areas he is expected to support. From this perspective, he sees himself then insufficient for the task and this realization motivates him toward the second category, which is the pursuit of professional development. As he develops professionally, he qualifies himself for the third and more complex category of controlling. In this function he works, within limits, toward change in education.

TABLE 19

AREAS AND DIRECTIONS OF CATEGORIES OF THE TAXONOMY OF CODES OF ETHICS COMPONENTS IN EDUCATIONAL ADMINISTRATION

	Category	Area	Direction
1.0	Supporting	Facilitation of education	Positive
2.0	Pursuing (development)	Professional job preparation	Positive
3.0	Controlling	Change and limits of the professional	Positive
4.0	Communicating	Linking the professional with publics	Positive
5.0	Avoiding	Area outside of professional behavior	Negative

The administrator works not only within an institutional setting but also in a public one. The fourth category, namely communicating, concerns itself with the linking of the profession with its various publics.

The first four categories deal with acceptable professional behavior. The fifth deals with unprofessional behavior that is to be avoided.

1.0 Supporting

Codes of ethics are documents that, among other things, help in the unification of a profession. As such they are based on the existing order and the perpetuation of the existing order. While some codes make provision for professional change, most do not concern themselves with this aspect beyond the normal and regular

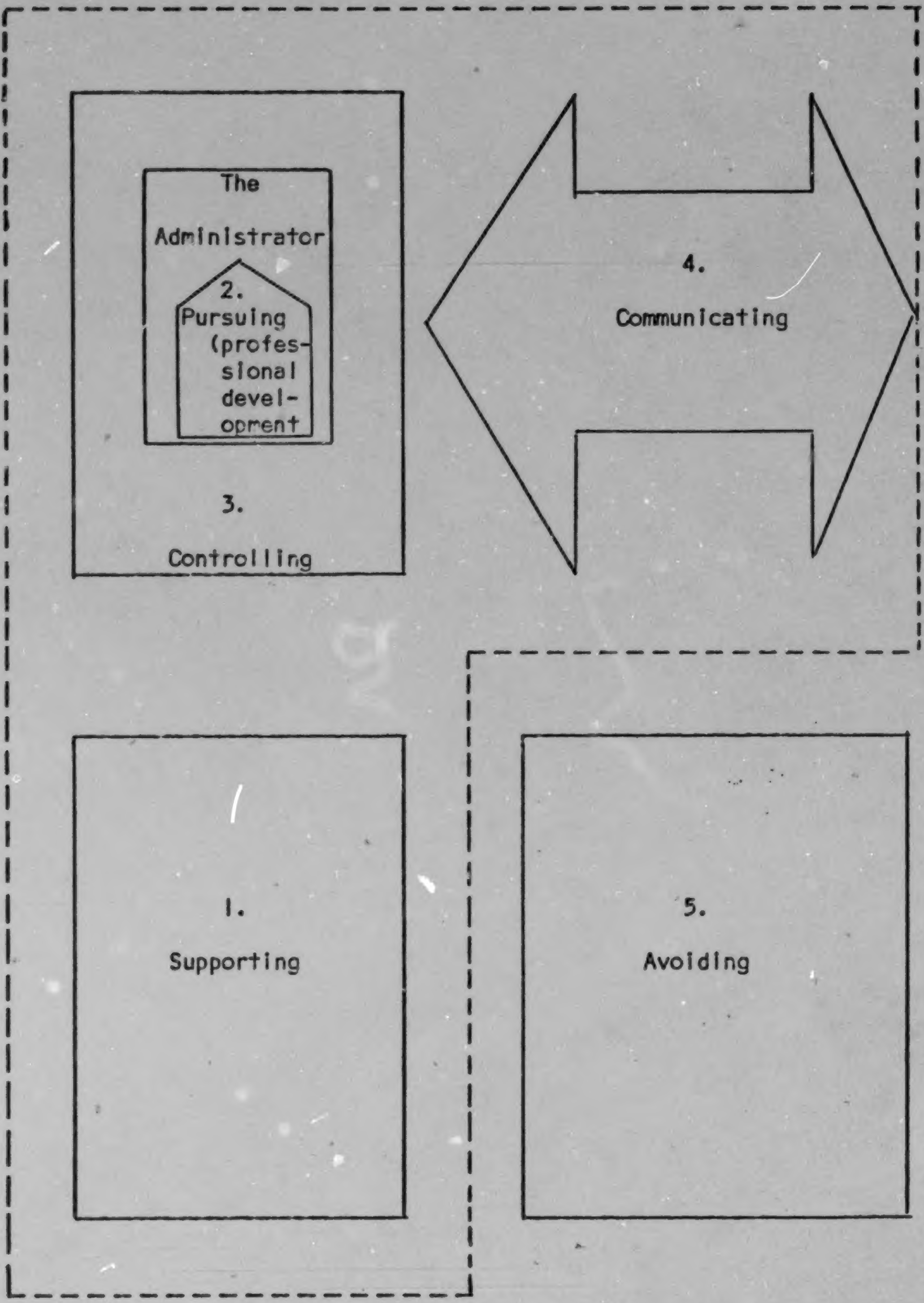
The
Administrator
2.
Pursuing
(professional
development
3.
Controlling
4.
Communicating
1.
Supporting
5.
Avoiding

Fig. 3. Taxonomical model of components of codes of ethics in educational administration.

professional development and advancement. All codes of ethics in this study deal with this area of activity.

For the purpose of this taxonomy, supporting is defined as the promotion and facilitation of the cause and interests of the educational profession and institution, the process of keeping it going. Supporting includes the agreement to institutional and professional goals, policies, and standards and the activities aimed at implementing them.

1.1 Supporting professional obligation

Codes of ethics spell out, in an abbreviated form, what the association expects from its members. Thus codes are made up, to a large extent, of obligations which the association places on its members. In developing codes and establishing standard obligations, associations hope to gain a general universality of accepted practices in the profession.

A professional obligation, for the purpose of this taxonomy, may be defined as a duty or activity which a profession expects from all of its members. These obligations include only those directly related to the profession and exclude all those dealing with professional relationships, rights and freedom, institutional policies, student development, and quality control of education.

1.11 Professional obligation
Illustrative code component

> Fulfills professional responsibilities with honesty and integrity. (NASSP)
>
> The president is obligated to carry out to the best of his or her ability the supervisory and administrative mandates of the leadership position. (AASCU)

1.2 Supporting professional relationships

Professionals are set apart from the general population by their membership and the unique practice of their profession. Individuals within each profession relate both with other individuals within the profession and with individuals outside the profession. These relationships, in a general way, delimit the profession and are codified in codes of ethics.

1.21 Supporting professional relationships
Illustrative code components

> A sensitive appreciation of the dynamics of inter-personal relationships when dealing with students, parents, faculty, administration, associates, and the public. (AACRCA)
>
> The president should be expected to relate in an exemplary manner toward all members of constituencies served by the institution. (AASCU)

1.3 Supporting individual rights

Administrators, in their dealing with individuals, be they fellow administrators or subordinates, have an obligation to respect and support the individual rights of those they serve. These rights, in a healthy way, limit the sphere of the administrator to the areas of his proper concern.

1.31 Supporting individual rights
Illustrative code component

> An understanding of, and respect for, the rights and responsibilities of those who serve and are served by postsecondary education. (AACRAO)
>
> Supports the principle of due process and protects the civil and human rights of all individuals. (NASSP)

1.4 Supporting general policies

Administrators, upon joining an educational institution, usually inherit a body of policies regulating their administrative decision making. These policies prescribe the duties and limits of the administrator. While, after sufficient experience, the administrator may work with the board for policy changes, he is nevertheless bound by policies currently in effect. This subcategory provides not only for stability in the institution but also for designed institutional change.

1.41 Supporting general policies
Illustrative code components

> The Administrator--The Operation of the Office
> 1. An Administrator has the responsibility to direct the utilization of the institution's resources in such a way as to implement the policy set by the governing board, to the extent these resources make possible such implementation. (AAUA)
>
> Implements the governing board of education's policies and administrative rules and regulations. (NASSP)
>
> The exercise of presidential leadership should be on a high ethical basis and completely within the constraints established by law and trustee policy. (AASCU)

1.5 Supporting personnel policies

Some codes of ethics consist mainly of consideration of personnel policies. The administrator himself is bound by personnel policies and he in turn is responsible for the fair and proper implementation of personnel policies. Modern Supreme Court rulings on due process have strengthened this subcategory. The emphasis on this category is especially extensive in unionized organizations.

1.51 Supporting personnel policies
Illustrative code component

An Administrator has a right to a written statement of the conditions of employment, including, but not limited to, statements on salary and fringe benefits, term of office, process of review, date of notification of action regarding renewal or continuance, and responsibilities of the position. (AAUA)

The Administrator--Career Considerations

1. An Administrator has the responsibility to give due consideration to candidates within the institution for jobs that may become available. (AAUA)

The Responsibilities of Administrators
Conditions of Employment of the Administrator

1. An Administrator has the responsibility to carry out the duties of the office in such a way as to insure that race, sex, creed, national origin, or age do not enter into the formulation and execution of the policies of the institution. (AAUA)

1.6 Supporting student development

The primary business of education is student development. But the educational administrator, because of his unique functions, is once removed from the actual learner and thus must focus on all facets and concerns of education. But he can do this within the context of student development.

1.61 Supporting student development
Illustrative code component

Makes the well-being of students the fundamental value in all decision making and actions. (NASSP)

A dedication to ideals which will serve in the development of students' talents and interests in order that they may become responsible contributors to the improvement of society. (AACRAO)

1.7 Supporting quality emphasis

Few codes of ethics concern themselves with minimal standards. Codes provide a vocal point for professional improvement. Thus the support for a quality emphasis in education is very appropriate. In this setting, quality refers to the meeting of adequate or high standards of achievement in education. These standards are usually not described in detail in codes of ethics.

1.71 Supporting quality emphasis
Illustrative code components

> The president accepts as a primary goal of leadership the provision of appropriate and superior quality educational programs, and an intellectually stimulating campus environment based upon accepted tenets of academic freedom. (AASCU)

> That the future welfare of this community, of this State, and of this Nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner. (ASBA)

2.0 Pursuing (Development)

For this taxonomy pursuing may be defined as the seeking and partial accomplishing of a certain level of development. This category centers, to a certain extent, on the administrator's attitude as he executes the duties of his office. The administrator is employed to pursue development, to grow continually, and to enhance his professional competencies.

2.1 Pursuing professional development

Professors are, among others, vehicles for professional development. Many of their major activities relate to the advancement of the professional understanding and skill of the professionals making up the association. Many associations engage in little else beside the publication of professional journals and reports and the conducting of annual meetings, all of which relate to professional development.

Through professional development, formerly called in-service training, the association also gives direction to the future pursuits of the association.

2.11 Pursuing professional development
Illustrative code components

> Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development. (NASSP)
>
> An Administrator has the right to support for efforts undertaken to enhance personal growth and development by such means as attendance at professional meetings and by sharing in any regular staff development programs of the institution, such as sabbaticals and leaves of absence. (AAUA)

2.2 Pursuing--others

While pursuing, in this taxonomy, is primarily associated with professional development, administrators pursue various other concerns. The professional's pursuit is directed not only to his own professional development but also to that of the institution he serves.

2.21 Pursuing--others
Illustrative code components

> Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals. (NASSP)
>
> Finally, to strive step by step toward ideal conditions for most effective school board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy. (NSBA)

3.0 Controlling

Controlling, for use in this taxonomy, is defined as the directing or redirecting of influences in relationship to certain events or situations, the application of order and power to an educational/professional problem. Controlling involves a certain amount of force which every authority exerts in the pursuit of education. The process of controlling, while at one time the primary function of administration, has in modern times in many countries been assigned a lower rank.

3.1 Controlling confidentiality

Disclosure and secrecy are important concerns in many codes of ethics. Healthy organizations manifest a carefully designed balance between areas of disclosure and areas of secrecy or confidentiality. An extensive review of this subject was presented in chapter 2 of this study. This present category deals with secrecy, the next category with the compartive category of disclosure.

Codes of ethics deal with a number of areas of confidentiality. Chief among them are personal privacy and institutional evaluation reports.

3.11 Controlling confidentiality
Illustrative code components

> An Administrator has the responsibility to respect the right of privacy of others, particularly with regard to personal circumstances, including but not limited to financial information, religious beliefs, and political associations. (AAUA)
>
> All elements of the evaluation process, including especially the questions and answers which are developed in the evaluation, should be considered by those participating as items to be treated in the most private and professional manner. The

> safeguarding of the content of discussions, interpretations, and analyses should be considered a professional obligation. (NCATE)
>
> Documents, reports, and other materials prepared for an evaluation should be considered in professional terms and treated as private documents in the absence of specific policies which make clear the degree of their exposure. Such materials should not be shown to others nor should they be collected and stored by those participating for indefinite periods of time. (NCATE)

3.2 Controlling others

While general administrative control is not heavily emphasized in modern codes of ethics, administrators, in order to practice their profession, must exercise certain controls. A number of codes of ethics provide for this in various ways.

While administrators are, to an extent, bound by policy, they also control some means of policy change. Thus they are not victims of set patterns but have a direct opportunity to control the future of their institution. They further control, to a large extent, institutional plans, the organizational structure, personnel, reporting, and use of institutional resources.

3.21 Controlling other
Illustrative code component

> An Administrator, according to the nature of the office and within limits set by the charter and governing board, has the right to take appropriate action to develop, allocate, and preserve all resources of the institution, material and human. (AAUA)
>
> Courage to experiment with procedures and to initiate policies which will enhance the objectives of our institutions. (AACRAO)

4.0 Communicating

Communicating, in this taxonomy, deals with the transportation of messages related to the field of education. The communication process is closely related to the subcategory of professional relationships, for the content of these professional relationships are messages. Communication is central in the linking of education to the other publics. Recent emphasis and laws dealing with educational institutions as open organizations have stimulated the flow of information sometimes to the frustration of some institutional purposes. But concern for an informed public is one of the keystones of democratic government.

4.1 Communicating information

Chapter two dealt with the area of disclosure. Obviously, all available information concerning education cannot be communicated. Therefore the codes of ethics guide in the type of information deemed proper to communicate. But as a whole, codes of ethics are not very specific and provide only general guidance in this area.

4.11 Communicating Information
Illustrative code components

The president assumes leadership in keeping the institution's constituencies fully and honestly informed on matters of public concern. (AASCU)

An Administrator has the responsibility to act as official spokesman of the institution only according to the limits of the office held, or by specific delegation. (AAUA)

Personal Responsibilities of the Administrator
An Administrator has the responsibility, when speaking as a private person regarding campus issues or issues that

> have no connection with the campus, to make clear that the Administrator is speaking in that capacity and not as a representative of the institution. (AAUA)

4.2 Communicating--others

Not only information but also interpretations of information have to be communicated.

Communication, as a two-way process, involves the administrator as both a sender and recipient of messages. In the latter function, he finds an opportunity for continual feedback and on-going testing of institutional performance.

4.21 Communicating--others Illustrative code components

> Presentation of an accurate interpretation of our institutions' admission criteria, educational costs and major offerings to assist prospective students and their parents in making a wise choice. (AACRAC)

> To welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current school operation and proposed future developments. (NSBA)

5.0 Avoiding

While much administrative behavior is sanctioned or encouraged, other behavior is not. So in addition to statements of desired actions, codes of ethics include various types of prohibitions. These prohibitions are often presented in the form of avoidance statements.

Avoiding may be defined, for the purpose of this taxonomy, as the prevention of the occurrence of a set of circumstances or events, the keeping away from a particular educational/professional issue or situation. Avoidance does include the refraining from certain acts, but it does not include the active opposition or the offering of resistance against a particular issue. While some codes concern themselves with this, most of them do not.

5.1 Avoiding private gain

The most common area of prescribed avoidance is that of private and personal gain. Seven of the ten codes deal with this issue in one form or another.

Private gain may be defined, for the purpose of this taxonomy, as the benefits coming to the administrator in the form of monetary rewards and assistance that are solely for his person, that are derived from persons or groups other than his employer, and that are designed or have the possibility of influencing him for a favorable consideration to a particular client or group of clients. Conflict of interest is a term closely associated with private gain, but it has a special meaning. Conflict of interest refers to the holding of a possession, the pursuit and development of which is benefited through the official action of an appointed or elected official. In education, this can include any administrator who would obtain private gain from his administrative function directly from the benefiting party.

5.11 Avoiding private gain
Illustrative code components

> Avoids using positions for personal gain through political, social, religious, economic, or other influence. (NASSP)
>
> Special gifts, fees, honors, or monetary rewards from the institution to be visited must be considered as potentially disqualifying. (NCATE)

Illustrations:

A person has been a paid consultant for the institution.

During the period of accreditation, the person is scheduled to appear on that campus as a paid Commencement speaker.

A person is scheduled to receive an honorary degree from the institution.

A person has recently conducted a workshop on the campus. (NCATE)

5.2 Avoiding--others

Codes of ethics include other areas of avoidance. Most of these concern the avoidance or disruption of the institution or the profession. Others deal with avoidance of support to anti-government organizations and avoidance of conflict of interest of a non-monetary type.

5.21 Avoiding--others
Illustrative code components

Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government. (NASSP)

Consider the disqualifying implications of close personal and/or professional relationships with institutional personnel who are central to the NCATE evaluation of an institution. (NCATE)

Illustrations (not all-inclusive):

A person is involved in joint authorship with a person from the institution to be visited. (This may be more crucial if with someone far from teacher education, although at the institution.)

A person regularly associates with personnel from the institution to be visited in meetings. (Example: Big 10 Deans of Education meet together regularly.)

A person being considered as a team member was the graduate advisee of the person now Dean of Education at the institution to be visited.

A person is a close personal friend of an administrator of the institution. (NCATE)

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Codes of ethics in educational administration are in a state of flux. One of the major and largest organizations of the profession, the American Association of School Administrators (AASA), has no active code and is in the process of investigating the area. The AASA Code has not been revised since 1966 and is out of print. Thus the present study serves as a focal point as the profession reviews its direction.

Summary

The purpose of the study was to develop a content analysis and a taxonomy of codes of ethics in educational administration. In order to establish a statistical basis for the proposed taxonomy, a content analysis of ten codes of ethics in educational administration was undertaken. The final process was the formulation of a five-category taxonomy of codes of ethics components in educational administration. The categories and subcategories of the taxonomy are as follows:

1.0 Supporting
  1.1 Professional obligation
  1.2 Professional relationships
  1.3 Individual rights
  1.4 General policies
  1.5 Personnel policies

    1.6 Student development
    1.7 Quality emphasis
- 2.0 Pursuing (development)
    - 2.1 Professional development
    - 2.2 Others
- 3.0 Controlling
    - 3.1 Confidentiality
    - 3.2 Others
- 4.0 Communicating
    - 4.1 Information
    - 4.2 Others
- 5.0 Avoiding
    - 5.1 Private gain
    - 5.2 Others

Conclusions

From the foregoing findings, it can be concluded that:

1. Codes of ethics in educational administration have sufficient common elements to make the formulation of a taxonomy possible.

2. Codes of ethics in educational administration are generally much shorter than codes of ethics in other professions.

3. Codes of ethics in educational administration generally, in contrast to other codes of ethics, provide no vehicle for enforcement.

4. Most codes of ethics in educational administration are designed to provide a general direction rather than specific guidance. Most components are not worded in operational terms.

5. Most codes of ethics in educational administration have been reviewed in the period 1973-76.

6. Codes of ethics in educational administration center in the main in general professional regulations rather than in the main ethical issues.

7. Codes of ethics in educational administration generally provide for the whole range of activities and functions of the profession.

Recommendations

This study raised a number of questions that reached beyond the purpose of this research. Thus, the writer:

1. Recommends that a similar study be undertaken in other professions.

2. Recommends that a comparative study be undertaken between codes of ethics in educational administration and other professions.

3. Recommends that the taxonomy of codes of ethics components in educational administration be field tested on all codes of ethics related to educational administration.

4. Recommends that professional associations make use of the present study in analyzing, revising, or developing codes of ethics.

APPENDIX A

CONTENT ANALYSIS

Code Statement	Area of Concern	Action	Ethical Descriptor
The educational administrator:			
1. Makes the well-being of students the fundamental value in all decision making and actions.	Students (Administrator to student)	Making	Well-being Fundamental value
2. Fulfills professional responsibilities with honesty and integrity.	Professional responsibility (Administrator to profession)	Fulfilling	Honesty Integrity
3. Supports the principle of due process and protects the civil and human rights of all individuals.	Due process Civil rights Human rights (Administrator to society)	Supporting Protecting	Due process Civil and human rights
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.	Laws Organizations that advocate overthrow of the government (Administrator to society)	Obeying Supporting	Laws Government overthrow
5. Implements the governing board of education's policies and administrative rules and regulations.	Policies Administrative rules Regulations (Administrator to board)	Implementing	

Source: NASSP, NAESP, AASA, ASBO, AASPA, NCAWE

Code Statement	Area of Concern	Action	Ethical Descriptor
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.	Correcting laws, policies, and regulations Educational goals (Administrator to profession)	Pursuing	Appropriate measures Consistency with sound educational goals
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.	Personal gain (Administrator to profession)	Avoiding	Personal gain Political, social, religious, economic, other influence
8. Accepts academic degrees or professional certification only from duly accredited institutions.	Academic degrees Professional certification Accredited institutions (Administrator to profession)	Accepting	Accreditation
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.	Professional standard Research Continuing professional development (Administrator to profession)	Maintaining and seeking to improve	Professional standards
10. Honors all contracts until fulfillment or release.	Contracts (Administrator to society)	Honoring	

Code Statement	Area of Concern	Action	Ethical Descriptor
1. A belief in, and loyalty to, the philosophy and goals of the institutions we serve.	Institutional philosophy and goals (Administrator to institution)	Believing and being loyal	Loyalty
2. An understanding of, and respect for, the rights and responsibilities of those who serve and are served by postsecondary education.	Rights and responsibilities (Administrator to society)	Understanding and respecting	Rights and responsibilities
3. Courage to experiment with procedures and to initiate policies which will enhance the objectives of our institutions.	Procedures and policies (Administrator to institution)	Experimenting and initiating	
4. Courage to assert ourselves when policies or practices are proposed which seem to be contrary to the philosophy and goals of our institutions.	Policies and practices Institutional philosophy and goals (Administrator to institution)	Asserting	Contrary policies and practices

Source: AACRAO

Code Statement	Area of Concern	Action	Ethical Descriptor
5. Responsive participation in professional activities and their development to insure effective and efficient management of data and personnel.	Management of data and personnel (Administrator to profession)	Participating	Responsive Effective Efficient
6. Presentation of an accurate interpretation of our institutions' admission criteria, educational costs and major offerings to assist prospective students and their parents in making a wise choice.	Interpretation of admission criteria, educational costs, and major offerings (Administrator to students and parents)	Presenting	Accurate, Wise choice
7. A sincere effort to assist in the improvement of the educational standards and evaluative methods of courses and grading which are meaningful in reflecting the academic achievement of students.	Educational standards and evaluation methods (Administrator to students)	Assisting in the improvement	Educational standards Meaningful

Code Statement	Area of Concern	Action	Ethical Descriptor
8. A sensitive appreciation of the dynamics of interpersonal relationships when dealing with students, parents, faculty, administration, associates, and the public.	Interpersonal relations (Administrator to society)	Appreciating	Sensitive
9. A commitment to the development of data systems which will insure the integrity of institutional records and the accurate interpretation of resulting data.	Data systems (Administrator to institution)	Commitment to the development	Integrity Accurate
10. A dedication to ideals which will serve in the development of students' talents and interests in order that they may become responsible contributors to the improvement of society.	Development of students' talents and interests (Administrator to student)	Dedicating	Responsible
11. The practice of honesty and integrity in all our activities.	All activities (Administrator to profession)	Practicing	Honesty Integrity

Code Statement	Area of Concern	Action	Ethical Descriptor
1. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities	Advancement of knowledge Responsibility (Teacher to profession)	Recognizing	Deep conviction Worthy dignity Special
placed upon him. His primary responsibility to his subject is to seek and to state the	Responsibility Truth (Teacher to profession)	Seeking and stating	Truth
truth as he sees it. To this end he devotes his energies to developing and improving	Scholarly Competence (Teacher to profession)	Devoting energies	
his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and trans-	Self-discipline and judgment Knowledge (Teacher to profession)	Accepting, using, extending, transmitting	Critical
mitting knowledge. He practices intellectual honesty. Although he may follow sub-	Intellectual Honesty (Administrator to profession)	Practicing	Honesty
sidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.	Subsidiary interests Inquiry (Teacher to profession)	Hampering	Seriously Freedom

Source: AAUP

Code Statement	Area of Concern	Action	Ethical Descriptor
11. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.	Pursuit of learning (Teacher to student)	Encouraging	Free
	Scholarly standard of the discipline (Teacher to profession)	Holding	Best
	Respect Guide Counselor (Teacher to student)	Demonstrates adhering	Proper
	Academic conduct	Making effort	Honest
	Student evaluation (Teacher to student)		True merit
	Professor and student relationship (Teacher to student)	Respecting	Confidential
	Exploitation of students (Teacher to student)	Avoiding	Private advantage Significant
	Academic Freedom (Teacher to student)	Protecting	Academic freedom

Code Statement	Area of Concern	Action	Ethical Descriptor
III. As a colleague, the professor has obligations that derive from common membership in the community of scholars.	Obligations Community of scholars (Teacher to profession)	Having obligations	Obligations
He respects and defends the free inquiry of his associates.	Free inquiry (Teacher to teacher)	Respecting Defending	Free
In the exchange of criticism and ideas he shows due respect for the opinion of others.	Respect for opinion of others Criticism (Teacher to teacher)	Showing respect	Due respect
He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues.	Professional judgment of colleagues (Teacher to teacher)	Acknowledging and striving	Judgment
He accepts his share of faculty responsibilities for the governance of his institution.	Faculty responsibilities (Teacher to institution)	Accepting	Responsibility

Code Statement	Area of Concern	Action	Ethical Descriptor
IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar.	Teacher Scholar (Teacher to Institution)	Seeking	Effective
Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision.	Institution regulations (Teacher to Institution)	Observing Criticising Seeking revision	Right
He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it.	Work outside the institution (Teacher to Institution)	Determining	Due regard Paramount
When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.	Interruption or termination of service (Teacher to Institution)	Recognizing	Due notice

Code Statement	Area of Concern	Action	Ethical Descriptor
V. As a member of his community, the professor has the rights and obligations of any citizen.	Citizen rights and obligations (Teacher to society)	Having rights and obligations	Rights Obligations
He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution.	Responsibility (Teacher to all)	Measuring	Urgency
When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university.	Representation (Teacher to Institution)	Speaking or acting, avoiding	Impression
As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.	Academic Freedom (Teacher to profession)	Promoting	Freedom

Code Statement	Area of Concern	Action	Ethical Descriptor
A. The Responsibilities of Administrators			
I. Conditions of Employment of the Administrator			
1. An Administrator has the responsibility to carry out the duties of the office in such a way as to insure that race, sex, creed, national origin, or age do not enter into the formulation and execution of the policies of the institution.	Responsibility Discrimination (Administrator to institution)	Carring out insuring	
2. An Administrator has the responsibility to carry out the duties of the office as noted in the written statement of the conditions of employment or in the job description published in an official handbook of the institution.	Responsibility Job description (Administrator to institution)	Carring out	

Source: AAUA

Code Statement	Area of Concern	Action	Ethical Descriptor
II. The Administrator--The Operation of the Office			
1. An Administrator has the responsibility to direct the utilization of the institution's resources in such a way as to implement the policy set by the governing board, to the extent these resources make possible such implementation.	Responsibility Institution's resources (Administrator to institution)	Directing	Such a way, possible
2. An Administrator has the responsibility to utilize the institutional setting in such a way as to further its teaching, learning, research, and service functions.	Responsibility: Further teaching, learning, research, service (Administrator to institution)	Utilizing	
3. An Administrator has the responsibility to participate according to the nature and authority of the office, in the formulation and implementation of instutional policy.	Responsibility Policy (Administrator to institution)	Participating Formulating Implementing	Nature and authority of the office

Code Statement	Area of Concern	Action	Ethical Descriptor
4. An Administrator has the responsibility, according to the nature of the office and within limits set by the charter and governing board, to take appropriate action to develop, allocate, and preserve institutional resources.	Responsibility Institutional resources (Administrator to institution)	Develops Allocating Preserving	Limits Appropriate
5. An Administrator has the responsibility to act as official spokesman of the institution only according to the limits of the office held, or by specific delegation.	Responsibility Official spokesman (Administrator to institution)	Acting	Limits
6. An Administrator has the responsibility to create and sustain a milieu on campus such that each person can meet the responsibilities of office without disruption or harassment.	Responsibility Campus Milieu (Administrator to subordinate and society)	Creating Sustaining	Disruption Harassment

Code Statement	Area of Concern	Action	Ethical Descriptor
III. The Administrator--Career Considerations			
1. An Administrator has the responsibility to give due consideration to candidates within the institution for jobs that may become available	Candidates for jobs (Administrator to subordinate)	Giving due consideration	Due consideration
2. An Administrator has the responsibility to improve professional and personal performance by attendance at appropriate meetings and by participation in the regular development programs of the institution, such as sabbaticals and leaves of absence.	Professional and personal performance (Administrator to himself)	Improving Participating	Appropriate
3. An Administrator has the responsibility to be just, and to avoid arbitrary or capricious actions regarding subordinates, especially in decisions affecting continuation or termination of office.	Continuation and termination of subordinates (Administra-to subordinate)	Having responsibility	Just Arbitrary Capricious

Code Statement	Area of Concern	Action	Ethical Descriptor
4. An Administrator has the responsibility to participate in and assume responsibility for the regular and formal evaluation process of those under the Administrator's jurisdiction and to communicate to them in a timely fashion the results of the evaluation.	Responsibility Evaluation (Administrator to subordinate)	Participating	Timely
5. An Administrator has the responsibility to draw up and make available a written statement regarding the performance evaluation and the circumstances regarding the departure from the institution of those under the Administrator's supervision. The statement should be released only with the approval of the person who has departed from the institution.	Departing individual Evaluation (Administrator to subordinate)	Drawing up	Approval

Code Statement	Area of Concern	Action	Ethical Descriptor
6. An Administrator has the responsibility to seek actively new employment for a staff worker under the Administrator's jurisdiction whose employment was terminated solely due to a reallocation of resources.	New employment (Administrator to subordinate)	Seeking	Actively Solely

Code Statement	Area of Concern	Action	Ethical Descriptor
IV. Personal Responsibilities of the Administrator			
1. An Administrator has the responsibility, when speaking as a private person regarding campus issues or issues that have no connection with the campus, to make clear that the Administrator is speaking in that capacity and not as a representative of the institution.	Spokeman (Administrator to institution)	Speaking	Private Clear
2. An Administrator has the responsibility to respect the right of privacy of others, particularly with regard to personal circumstances, including but not limited to financial information, religious beliefs, and political associations.	Privacy (Administrator to subordinate and student)	Respecting	Right

Code Statement	Area of Concern	Action	Ethical Descriptor
3. An Administrator has the responsibility to make clear to a subordinate that participation in associations and support of causes is undertaken as a private person and not as a representative of the institution, and that the only restraints are those imposed by the job description.	Job description Associations (Administrator to subordinate)	Participating	Restraints
4. An Administrator has the responsibility to provide subordinates with the right of due process and to encourage and participate in the codification and promulgation of the institution's code of academic due process.	Due process (Administrator to subordinate)	Providing Encouraging Participating Promulgating	Right

Code Statement	Area of Concern	Action	Ethical Descriptor
A. The Rights of Administrators			
I. Conditions of Employment of the Administrator 1. An Applicant for an appointment as an Administrator has a right to consideration for employment without regard to race, sex, creed, national origin, or age.	Consideration for employment (Board to Administrator)	Having the right	Right
2. An Administrator has a right to a written statement of the conditions of employment, including, but not limited to, statements on salary and fringe benefits, term of office, process of review, date of notification of action regarding renewal or continuance, and responsibilities of the position.	Conditions of employment (Board to Administrator)	Having the right	Right

Code Statement	Area of Concern	Action	Ethical Descriptor
II. The Administrator--The Operation of the Office			
1. An Administrator has the right to resources consistent with the responsibility to implement policies set by the institution's governing board.	Resources (Board to administrator)	Having the right	Right
2. An Administrator has the right to a supportive institutional setting for the proper operation of the office held.	Institutional Setting (Board to administrator)	Having the right	Right Supportive Proper
3. An Administrator has the right to adequate authority to the extent necessary to meet the responsibilities of the office.	Authority Responsibility (Board to administrator)	Having the right	Right Adequate Necessary
4. An Administrator has the right to participate, according to the nature and authority of the office and within the limitations of the area of responsibility, in the formulation and implementation of institutional policy.	Institutional Policy (Board to administrator)	Having the right to participate	Right Limitations

Code Statement	Area of Concern	Action	Ethical Descriptor
5. An Administrator, according to the nature of the office and within limits set by the charter and governing board, has the right to take appropriate action to develop, allocate, and preserve all resources of the institution, material and human.	Resources (Board to administrator)	Developing Allocating Preserving	Right Limitations Appropriate
6. An Administrator has the right to act as official spokesman for the institution only according to the limits of the office held, or by specific delegation.	Spokesman (Board to administrator)	Having the right to act	Right Official Limits Specific
7. An Administrator has the right to meet the responsibilities of the office held without disruption or harassment.	Disruption Harassment (Board to administrator)	Having the right to meet	Right Disruption Harassment

Code Statement	Area of Concern	Action	Ethical Descriptor
III. The Administrator-- Career Considerations			
1. An Administrator has the right to be considered for career advancement opportunities within the institution.	Career Advancement (Institution to administrator)	Having the right to be considered	Right Advancement
2. An Administrator has the right to support for efforts undertaken to enhance personal growth and development by such means as attendance at professional meetings and by sharing in any regular staff development programs of the institution, such as sabbaticals and leaves of absence.	Personal and professional development (Institution to administrator)	Having the right to support, to enhance	Right
3. An Administrator has the right to be free from arbitrary or capricious action on the part of the institution's administration or governing board, especially in those decisions affecting continuation or termination of office.	Continuation and termination of employment (Institution to administrator)	Having the right to be free	Right Free Arbitrary Capricious

Code Statement	Area of Concern	Action	Ethical Descriptor
4. An Administrator has the right, under conditions established by the institution's board, to regular and formal evaluation of job performance, to participation in the evaluation process, and to receipt of timely knowledge of the results of such evaluation.	Evaluation of job performance (Institution to administrator)	Having the right to participate	Right Conditions
5. An Administrator has the right, when leaving an institution, to obtain written statements from the institution reflecting clearly and accurately job performance evaluation and the circumstances regarding departure. Such statements should be available for release upon request of the Administrator.	Evaluation of job performance upon job termination (Institution to administrator)	Having the right to obtaining	Right

Code Statement	Area of Concern	Action	Ethical Descriptor
6. An Administrator has the right, in cases of termination of employment due to a reallocation of resources, to be assisted actively by the institution in seeking new employment.	Termination of employment Employment assistance (Institution to administrator)	Having the right to be assisted	Reallocation

Code Statement	Area of Concern	Action	Ethical Descriptor
IV. Personal Rights of the Administrator			
1. An Administrator has the right, conditioned only by specified limitations, to speak publicly and to express personal opinions regarding campus issues or issues that have no connection with the campus.	Personal opinions regarding campus issues (Administrator to himself)	Having the right to speaking and expressing	Right Specified limitations Personal issues
2. An Administrator has the right to privacy with regard to personal circumstances, including, but not limited to financial information, religious beliefs, and political associations.	Privacy (Administrator to himself)	Having the right	Right Personal circumstance

Code Statement	Area of Concern	Action	Ethical Descriptor
3. An Administrator has the right to participate in associations of his or her choice and to support causes, subject only to the constraints imposed by institutional responsibilities or conflict of interest considerations.	Associations (Administrator to himself)	Having the right to participate	Right Conflict of interests
4. An Administrator has a right to due process. Such due process procedures should be codified, promulgated in writing, and communicated to the Administrator prior to appointment.	Due process (Administrator to himself)	Having the right	Right

Code Statement	Area of Concern	Action	Ethical Descriptor
Ethical Relationships for College and University Presidents			
A. The governing board should discuss with the president its expectations of presidential personal and professional leadership and responsibility as chief executive.	Expectations Responsibilities (Board to administrator)	Discussing	
B. The president should be expected to relate in an exemplary manner toward all members of constituencies served by the institution.	Constituent Relations (Administrato to all)	Relating	Exemplary
C. The exercise of presidential leadership should be on a high ethical basis and completely within the constraints established by law and trustee policy.	Ethical Leadership Law and trustee policy (Administrator to board)	Exercising leadership	Ethical basis Constraints

Source: AASCU

Code Statement	Area of Concern	Action	Ethical Descriptor
D. The president should assume responsibility for acquiring, understanding, practicing and extending the body of knowledge required for higher education administration.	Responsibility Body of knowledge (Administrator to board)	Acquiring Understanding Practicing Extending	
E. The president accepts as a primary goal of leadership the provision of appropriate and superior quality educational programs, and an intellectually stimulating campus environment based upon accepted tenets of academic freedom.	Quality educational programs Academic Freedom (Administrator to board)	Accepting	Appropriate Superior Accepted tenets of academic freedom
F. The president is obligated to carry out to the best of his or her ability the supervisory and administrative mandates of the leadership position.	Supervising and administrative mandates (Administrator to board)	Being obligated	The best of ability

Code Statement	Area of Concern	Action	Ethical Descriptor
G. The president accepts as a public trust the responsibilities of educational leadership and stewardship transcending concern for personal, economic, and social rewards.	Responsibility Transcending of rewards (Administrator to society)	Accepting	Public trust Rewards
H. The president assumes leadership in keeping the institution's constituencies fully and honestly informed on matters of public concern.	Information (Administrator to constituency)	Assuming	Fully and honestly informed Matters of public concern
I. The president shall delegate appropriate and allowable responsibilities for administration with the realization that the president remains utlimately accountable for stewardship.	Delegation of responsibilities Accountability (Administra- to subordinate)	Delegating	Appropriate Allowable

Code Statement	Area of Concern	Action	Ethical Descriptor
J. The president's citizenship rights and responsibilities should be exercised in the context of inherent leadership obligations of the position of president.	Citizenship rights and responsibilities (Administrator to institution)	Exercising	Citizenship right Inherent
K. The president shall be granted freedom to serve on private or public boards, councils, or committees unless a clear conflict of interest is present.	Services in boards, councils, and committees (Administrator to institution)	Serving	Freedom Conflict of interest
L. The president may accept honoraria for appropriate services rendered, unless such services are clearly seen to be within the scope of normal and expected institutional leadership responsibilities.	Honoraria (Administrator to institution)	Accepting	Appropriate Expected

Code Statement	Area of Concern	Action	Ethical Descriptor
School and Course Promotion A. Advertising and Promotional Literature			
1. Each advertisement or piece of promotional literature written or used by a school must be completely truthful and must not give any false, misleading or exaggerated impression with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates.	Promotional literature Truthfulness (Institution to society)	Giving impression	Truthful False Misleading Exaggerated
2. All advertising and promotional literature used by a school must clearly indicate that training or education is being offered.	Promotional literature Clarity (Institution to society)	Indicating	Clearly

Source: NHSC

Code Statement	Area of Concern	Action	Ethical Descriptor
3. All advertising and promotional literature must include the full and correct name and location of the school and disclose the fact that home study training is given. In addition, the local address of a field representative may be used. So-called "blind" advertisements are misleading and cannot be used.	Promotional literature Use of blind advertising (Institution to society)	Including	Blind Misleading
4. The school's address must appear in the school's catalogs, enrollment contracts and official NHSC listings. For this purpose, a Post Office Box number will not be considered an address.	Promotional literature Use of school address (Institution to society)	Appearing	

Code Statement	Area of Concern	Action	Ethical Descriptor
5. Letters of endorsement, commendation or recommendation may be used in school catalogs, advertisements and promotional literature provided prior consent is obtained and no remuneration is made for either the consent or use of the endorsement. Such letters shall be kept on file and available for inspection. Testimonial letters may be used only when they portray currently correct conditions or facts.	Promotional literature Use of letters of endorsement (Institution to society)	Using	Prior consent

Code Statement	Area of Concern	Action	Ethical Descriptor
6. In obtaining students a school will not use advertisements or promotional material which are classified, designated, or captioned "men wanted to train for . . .," "help wanted," "employment," "business opportunities," or words or terms of similar import which represent directly or by implication that employment is being offered.	Promotional literature (Institution to society)	Using	Implication
7. Schools using classified columns of newspapers or other publications to acquire students must use only those headed "education," "schools" or "instruction."	Advertising in newspapers (Institution to society)	Using	
8. "Help wanted," "employment," or "business opportunities" classifications may be used only to advertise for employees or representatives for the school.	Advertising in newspaper (Institution to society)	Using	

Code Statement	Area of Concern	Action	Ethical Descriptor
9. The use of the following words is restricted or prohitited:			
a. The word "Free" shall not be used to describe any item or service regularly included as a part of the school's courses or services.	Advertising use of the word "free" (Institution to society)	Using	Free
b. The word "Guarantee" shall not be used by a school for advertising or promotional purposes.	Advertising use of guarantees (Institution to society)	Using	Guarantee

Code Statement	Area of Concern	Action	Ethical Descriptor
B. School and Course Recognition			
1. A school shall use the fact of accreditation in its advertising, promotional literature or letterheads only in the following manner:	Promotional literature Use of accreditation (institution to society)	Using	
a. Use of the official Accredited School Seal.			
b. Use of the statement, with or without the official Seal: Accredited Member National Home Study Council or Accredited Member NHSC			
c. Use of the statement, with or without the official Seal: Accredited by the Accrediting Commission of the National Home Study Council.			

Code Statement	Area of Concern	Action	Ethical Descriptor
d. Any statement referring to the Accrediting Commission itself must read: *The Accrediting Commission of the NHSC is listed by the U.S. Office of Education as a nationally recognized accrediting agency* This statement may not be used in common media advertising.	Promotional literature Use of accreditation (Institution to society)	Referring	
2. Schools whose students are eligible for veterans benefits under the G.I. Bill will not refer to such eligibility in any advertisement, promotional literature or letterhead as "VA Approved," "GI Approved," or by similar words or terms which represent directly or by implication that the school or its courses are approved by the Veterans Administration.	Advertising Use of approvals (Institution to society)	referring	implication

Code Statement	Area of Concern	Action	Ethical Descriptor
Student Enrollment			
A. Enrollment Agreements			
1. The enrollment agreement form used by a school must clearly outline the obligations of both the school and the student.	Enrollment agreement Obligations (Institution to applicant)	Using	Obligations
2. A copy of the enrollment agreement must be furnished the student either by the school's representative or by the school itself in the case of enrollments not obtained by representatives.	Enrollment agreement Copy to student (Institution to applicant)	Furnishing	
3. When enrollments are obtained by field representatives a receipt for money collected shall be left with the applicant unless the payment is shown on the copy of the enrollment agreement left with the applicant.	Receipts (Institution to applicant)	Obtaining	

Code Statement	Area of Concern	Action	Ethical Descriptor
4. The terms of the school's cancellation and settlement policy must be clearly disclosed in the enrollment agreement.	Cancellation policy (institution to applicant)	Disclosing	Clearly

Code Statement	Area of Concern	Action	Ethical Descriptor
B. Admission Policies			
1. It shall be the responsibility of the school to establish the qualifications which an enrollee must have to enable him to successfully assimilate the training materials to be furnished him and to determine with reasonable certainty, prior to the acceptance of his enrollment, that the applicant is informed of, and has the proper qualifications to take the training for which he is applying.	Informed and qualified enrollee (Institution to applicant)	Informing Determing qualifications	Reasonable Proper
2. It shall be the responsibility of the school: a. To disclose to the applicant the nature of the course and the extent to which such course, if successfully completed, would qualify him for such occupation, trade or profession.	Information on projected qualification of graduates (Institution to applicant)	Disclosing	Extend

Code Statement	Area of Concern	Action	Ethical Descriptor
b. To fully inform the applicant as to the nature of the obligation he is entering into and as to his rights and responsibilities under the contract he has signed.	Information on students rights and obligations (Institution to applicant)	Informing	Rights
3. It shall be the responsibility of the school to determine that an applicant has no handicaps, physical or otherwise, which could reasonably prevent his use of the knowledge or skill gained from the training he desires for successful on-the-job performance after completion of his course.	Information on projected qualifications of graduates (Institution to applicant)	Determining	Reasonably

Code Statement	Area of Concern	Action	Ethical Descriptor
4. No accredited school shall accept an enrollment from a person of compulsory school age, nor one attending a school of elementary or high school level, until and unless it shall have established through contact with properly responsible parties that pursuit of the course would not be detrimental to his regular school work.	Enrollment Limitation (Institution to applicant)	Accepting	Detrimental
5. When a school enrolls a person who does not meet the qualifications for acceptance, a record should be made showing the reasons why he was permitted to enroll.	Enrollments Exceptions (Institution to applicant)	Recording	Reasons

Code Statement	Area of Concern	Action	Ethical Descriptor
C. Recruiting, Training and Control of Sales Personnel and Agents			
1. A school has full responsibility for the actions, statements, and conduct of its sales personnel and agents.	Sales personnel responsibility (Institution to society)	Bearing responsibility	Responsibility
2. In recruiting sales personnel and agents, the school shall give factual and accurate information with respect to the nature of the job, the manner and method of remuneration, termination, and any other relevant facts.	Sales personnel information (Institution to employee)	Informing	Relevant

Code Statement	Area of Concern	Action	Ethical Descriptor
3. All sales personnel and agents shall sign a written agreement at the time of their engagement. The agreement shall include but not be limited to the following: (a) the relationship and obligations existing between the sales personnel and agents and the school; (b) the requirement that the sales personnel and agents comply with all applicable local, state and federal laws, Accrediting Commission, Nationa Home Study Council, and Federal Trade Commission standards or regulations; (c) terms of exclusivity of engagement if applicable; (d) the manner of remuneration; (e) termination rights, obligations, and procedures.	Sales personnel Agreement (Staff to institution)	Writing and signing agreement	Relationship Obligations Requirements Exclusivity Termination rights and obligations

Code Statement	Area of Concern	Action	Ethical Descriptor
4. It shall be the responsibility of the school to see that all sales personnel and agents working in a state are properly licensed or registered as required by the laws of that state.	Licensing of sales personnel (Institution to state)	Supervising	Property Requirements
5. During the period of engagement, the school shall maintain appropriate current records on all sales personnel and agents including the agreement referred to in Standard 3, and copies of any complaints lodged against the individual and disposition thereof.	Record of sales personnel and complaints (Institution to profession)	Maintaining	Appropriate Complaints

Code Statement	Area of Concern	Action	Ethical Descriptor
6. The school shall have a training program for new sales personnel and agents before they begin to enroll students. The minimum content of such a training program shall consist of information concerning: National Home Study Council Code of Ethics; school courses and services, prices, and terms, and applicable policies; applicable local, state, and federal laws; and applicable Accrediting Commission, National Home Study Council, and Federal Trade Commission standards or regulations.	Training program for sales personnel (Institution to profession)	Conducting training program	Minimum Applicable Standards Regulations

Code Statement	Area of Concern	Action	Ethical Descriptor
7. Sales personnel or agents shall not be permitted to use any title that indicates that they have special qualifications for career guidance, counseling, or registration which they do not in fact possess.	Titles of sales personnel (Staff to profession)	Prohibiting	Indication of special qualifications not possessed
8. Sales manuals or materials covering applicable procedures and sales presentation instructions and general sales policies shall be supplied to each sales person or agent.	Manuals Policies (Institution to employee)	Supplying information	Applicable
9. If sales personnel or agents are authorized to prepare or place advertising or to use promotional materials, the school has full responsibility for the materials used and must approve any such in advance of their use.	Approval of promotional material (Institution to profession)	Approving	Full responsibility

Code Statement	Area of Concern	Action	Ethical Descriptor
10. The school must make certain that each of its sales personnel and agents is fully informed about the school's courses and services, prices, and terms, and operating policies, including NHSC Code of Ethics.	Informed sales personnel (Institution to profession)	Ascertaining	Certain Fully informed

Code Statement	Area of Concern	Action	Ethical Descriptor
Tuition Policies			
A. Course Price			
1. The total price for any specific course offered by a school shall be the same for all persons at any given time, whether sold by mail or by personal solicitation, except for proper discounts to members of religious and government organizations, or to private organizations for quantity or group enrollments, and for bona fide special payment plans available to all students at the same time.	Pricing (institution to applicant)	Setting prices	Same price Proper discounts Bona fide payment plan Special payment plan

Code Statement	Area of Concern	Action	Ethical Descriptor
2. Terms of payment may be varied by the school from time to time and from person to person, so long as the net price charged for the course at any given time and under any given payment plan mains the same for all persons.	Change in pricing (Institution to applicant)	Changing prices	Same for all persons
3. Special price or discount offers must be bona fide and must state the specific date of termination.	Discounts in pricing (Institution to applicant)	Discounting	Discounts Bona fide
4. Announcements of price increases must state the effective date of the price increase, and the price increase must be applicable to all enrollees thereafter.	Changes in pricing increases (Institution to applicant)	Increasing prices	Applicable to all
5. Scholarships or partial scholarships must be bona fide and for recognized and acceptable purposes.	Scholarship (Institution to applicant)	Giving of scholarships	Bona fide Recognized and acceptable purpose

Code Statement	Area of Concern	Action	Ethical Descriptor
B. Cancellation, Settlement and Collection			
1. Each school must have a definite and established policy for the settlement of cases where students request discontinuance of training. The following applies as a minimum policy:	Policy (institution to student)	Having a policy	
a. An applicant student may cancel his enrolment within seventy-two hours after midnight of the day on which the enrollment agreement is signed. An applicant student requesting cancellation in whatever manner within this time shall be given a refund of all money paid to the school or its representatives.	Cancellation of enrollment Full refund (institution to student)	Canceling an enrollment	

Code Statement	Area of Concern	Action	Ethical Descriptor
b. From seventy-two hours after midnight of the day on which the enrollment agreement is signed and until the time the school receives the first lesson from the student, upon cancellation, the school is entitled to a registration fee of not more than 10% of the tuition or $50.00, whichever is less.	Cancellation of enrollment Part refund (Institution to student)	Canceling an enrollment	
c. During the first six months following the date of the student's enrollment, if no lesson or written request for continuation is received by the school for a period of 90 days, the school must advise the student that cancellation will be made under the terms outlined below.	Cancellation of enrollment (Institution to student)	Canceling an enrollment	

Code Statement	Area of Concern	Action	Ethical Descriptor
d. After receipt of the first lesson, if the student requests cancellation or if cancellation is made by the school under the provisions of c above, the school shall be entitled to a tuition charge which shall not exceed the following: (1) During the first quarter of the course, the registration fee plus 25% of the tuition. (2) During the second quarter of the course, the registration fee plus 50% of the tuition. (3) If the student completes more than half of the course, the full tuition.	Cancellation of enrollment (Institution to student)	Canceling an enrollment	

Code Statement	Area of Concern	Action	Ethical Descriptor
The amount of the course course completed shall be the lessons received for service by the school as compared to the total lessons in the course.			
e. Upon cancellation, all money due the student shall be refunded within 30 days.			
2. In the case of student illness or accident, death in the family, or other circumstances beyond the control of the student, the student shall be entitled to consideration and the school shall make a settlement which is reasonable and fair.	Cancellation of enrollment Circumstances beyond control (Institution to student)	Making a settlement	Reasonable Fair

Code Statement	Area of Concern	Action	Ethical Descriptor
3. Correspondence regarding cancellation and settlement between the student and the school, banks, collection agencies, lawyers or any other third persons representing the school, must clearly acknowledge the existence of the cancellation and settlement policy of the school.	Cancellation of enrollment Correspondence (Institution to student)	Acknowledging of policies	Clearly
4. If promissory notes or contracts for tuition are sold or discounted to third parties, the school must still comply with the minimum cancellation and settlement policy outlined in this Section.	Cancellation of enrollment Discounting (Institution to student)	Complying with policy	
5. Collection procedures used by the school must reflect good taste and ethical business practices.	Collection procedures (Institution to profession)	Reflecting	Good taste Ethical business practices
November 25, 1974			

Code Statement	Area of Concern	Action	Ethical Descriptor
NATIONAL HOME STUDY COUNCIL Code of Ethics For Sales Personnel and Agents of Accredited Home Study Schools			
Preamble			
As a representative of an accredited home study school, I recognize that I have certain responsibilities toward students and the public.	Responsibility to students and to the public (Administrator to student and society)		
I will observe fully the standards, rules, policies, and guidelines established by my school, the Accrediting Commission, the National Home Study Council, the Federal Trade Commission, the State Education Agency, and other legally authorized agencies.	Observation of standards, rules, policies, and guidelines (Administrator to profession)	Observing	
* * *			

Code Statement	Area of Concern	Action	Ethical Descriptor
I will adhere to high ethical standards in the conduct of my work, and to the best of my ability will:	Conduct (Administrato profession)	Adhering	Ethical Standards
1. Observe fully the rights of all applicants, and commit no action that would be detrimental to any applicant's opportunity to enroll because of his race, sex, color, creed, or national origin.	Rights of applicants (Administrato to applicant)	Observing	Rights Opportunity
2. Never knowingly make any false or misleading representation to any applicant nor use any coercise practices in presenting information.	Presentation of information (Administrator to applicant)	Making false representation	Knowingly
3. Enroll applicants only in the course or courses in which they have expressed their interest provided they meet the qualifications and standards established by my school for enrollment.	Enrollment (Administrator to applicant)	Enrolling	

Code Statement	Area of Concern	Action	Ethical Descriptor
4. Provide applicants only with information authorized by my school regarding the occupational opportunities for graduates.	Presentation of information (Administrator to applicant)	Providing	
5. State accurately and clearly to prospective students, the approvals, accreditations, business and employer recognition, and course acceptance accorded to my school.	Presentation of information (Administrator to applicant)	Stating to students	Accurately Clearly
6. Never use tuition assistance available from a governmental agency or other source as the primary inducement for enrollment.	Inducement for enrollment (Administrator to applicant)	Using inducements	Primary inducement
7. Refrain at all times from making any statement or inference that might falsely impugn the integrity or value of any other school, method of training, profession, or institution.	Presentation of information on other education (Administrator to applicant)	Refraining	Inference Falsely Integrity Value

Code Statement	Area of Concern	Action	Ethical Descriptor
8. Discharge faithfully and to the best of my ability all of the duties and obligations I have as a representative of my school, observe all of the policies and procedures established by my school for my position, and know all of my obligations and rights as a school representative.	School representative (Administrator to institution)	Discharging duties Observing policies Knowing obligations	Faithfully Best of my abilities Rights
9. Reflect at all times the highest credit upon myself, my school, and the field of home study education, and always strive to enhance the reputation of my profession through my conduct as a home study school representative.	Enhancement of profession (Administrator to profession)	Striving to enhance	Highest credit Reputation

Code Statement	Area of Concern	Action	Ethical Descriptor
1. Personnel making decisions must consider the effects of a close, active association with the institution being evaluated.	Accreditation Close association (Teacher/administrator to profession)	Considering	Close Active Association
2. The principles of double jeopardy should be considered--should a person be involved in the accreditation of an institution in two roles?	Accreditation double jeopardy (Teacher/administrator to profession)	Considering	Double jeopardy
3. A third principle relates to the propriety of participating in an NCATE evaluation if one has previously participated in some other accreditation--regional visit, State approval, or other.	Accreditation double participating (Teacher/administrator to profession)	Participating	

Source: NCATE

Code Statement	Area of Concern	Action	Ethical Descriptor
4. Consider the disqualifying implications of close personal and/or professional relationships with institutional personnel who are central to the NCATE evaluation of an institution.	Accreditation close association (Teacher/administrator to profession)	Considering	Disqualifying
5. Special gifts, fees, honors, or monetary rewards from the institution to be visited must be considered as potentially disqualifying.	Gifts Fees Honors Monetary rewards (Teacher/administrator to profession)	Considering	Disqualifying

Code Statement	Area of Concern	Action	Ethical Descriptor
6. All elements of the evaluation process, including especially the questions and answers which are developed in the evaluation, should be considered by those participating as items to be treated in the most private and professional manner. The safeguarding of the content of discussions, interpretations, and analyses should be considered a professional obligation.	Confidentiality (Teacher/administrator to profession)	Considering	Private and professional manner Safeguarding

Code Statement	Area of Concern	Action	Ethical Descriptor
7. Documents, reports, and other materials prepared for an evaluation should be considered in professional terms and treated as private documents in the absence of specific policies which make clear the degree of their exposure. Such materials should not be shown to others nor should they be collected and stored by those participating for indefinite periods of time.	Confidentiality (Teacher/ administrator to profession)	Considering	Private documents Degree of exposure

Code Statement	Area of Concern	Action	Ethical Descriptor
8. Beyond the principles previously enunciated as illustrative of areas of professional behavior, persons should exclude themselves from participating in NCATE evaluation and accreditation activities if they feel there is some other predisposing factor not identified above which might make them tend to strongly favor or strongly oppose the accreditation of the institution being evaluated.	Accreditation Self-exclusion of team member (Teacher/ administrator to profession)	Excluding	Predisposing factors Strongly favor Strongly oppose
9. Institutional personnel should exercise professional ethics in dealing with the NCATE process and the participants involved in that process.	Professional ethics (Teacher/ administrator to profession)	Exercising	Professional ethics

Code Statement	Area of Concern	Action	Ethical Descriptor
PRINCIPLE I Commitment to the Student			
The educator strives to help each student realize his or her potential as a worthy and effective member of society.	Student Potential (Teacher to student)	Helping	Worthy and effective member of society
The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.	Student inquiry and goals	Stimulating	Spirit of inquiry Worthy goals
In fulfillment of the obligation to the student, the educator--	(Teacher to student)		
1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.	Student actions (Teacher to student)	Not restraining	Unreasonable Independent
2. Shall not unreasonably deny the student access to varying points of view.	Student access information (Teacher to student)	Not denying access	Unreasonable Varying points of view

Source: NEA

Code Statement	Area of Concern	Action	Ethical Descriptor
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.	Suppression or distortion of information (Teacher to student)	No suppressing or distorting	Deliberately Relevant
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.	Student Protection (Teacher to student)	Protecting	Reasonable Harmful
5. Shall not intentionally expose the student to embarrassment or disparagement.	Student Protection (Teacher to student)	Not exposing	Intentionally Embarrassment Disparagement

Code Statement	Area of Concern	Action	Ethical Descriptor
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family social or cultural background, or sexual orientation unfairly:	Discrimination of students (Teacher to student)	Not discriminating	Unfairly
a. Exclude any student from participation in any program;	Exclusion of students (Teacher to student)	Not excluding	Participation Any
b. Deny benefits to any student;	Student benefits (Teacher to student)	Not denying benefits	Benefits Any
c. Grant any advantage to any student.	Favoritism to students (Teacher to student)	No granting advantages	Advantages Any
7. Shall not use professional relationships with students for private advantage.	Professional relationship (Teacher to student)	Not taking advantage	Private Advantage
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.	Disclosure of information Secrecy (Teacher to student)	Not disclosing	Compelling professional purpose Requirement by law

Code Statement	Area of Concern	Action	Ethical Descriptor
PRINCIPLE II Commitment to the Profession			
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.	Ideals of professional service (Teacher to profession)	Investing a trust and responsi-	Trust Responsibility Highest ideals
In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.	Professional standard (Teacher to profession)	Exerting effort Promoting Achieving Assisting	Equality of services Professional standards Professional judgment

Code Statement	Area of Concern	Action	Ethical Descriptor
In fulfillment of the obligation to the profession, the educator--			
1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.	Work Applications (Teacher to profession)	Not making false statements	Deliberately False statement Disclosure Competency Qualifications
2. Shall not misrepresent his/her professional qualifications.	Professional Qualifications (Teacher to profession)	Not misrepresenting	Misrepresent
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.	Entry into profession (Teacher to profession)	Not assisting	Unqualified Character
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.	Entry into profession (Teacher to profession)	Not making statement	False

Code Statement	Area of Concern	Action	Ethical Descriptor
5. Shall not assist a non-educator in the unauthorized practice of teaching.	Entry into profession (Teacher to profession)	Not assisting	Unauthorized
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.	Disclosure of information (Teacher to profession)	Not disclosing	Disclose Compelling professional purpose
7. Shall not knowingly make false or malicious statements about a colleague.	Statements about colleagues (Teacher to profession)	Not making statements	False Malicious
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.	Gratuities Gifts or favor (Teacher to profession)	Not accepting	Appear to influence

Code Statement	Area of Concern	Action	Ethical Descriptor
Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus.	Freedom of inquiry and expression (Teacher/ administrator to profession)	Respecting Acknowledging Fostering	Dignity of others Right Different opinions Intellectual honesty Freedom of inquiry Free expression
The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues.	Disruption (Teacher/ administrator to profession)	Not carrying out	Dissent Injure Damage Disrupt
Speakers on campus must not only be protected from violence, but given an opportunity to be heard.	Protection of speakers (Teacher/ administrator to profession)	Protecting	Opportunity to be heard

Source: AAUP

Code Statement	Area of Concern	Action	Ethical Descriptor
Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.	Grievances (Teacher/administrator to profession)	Seeking to call attention	Grievances Significantly
Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship.	Learning Atmosphere (Teacher/administrator to student)	Being entitled	Even-handed
Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course.	Enrollment of students (Teacher to student)	Not referring	Beliefs Possible use
The student should not be forced by the authority inherent in the instructional role to make particular choices as to political action or his own part in society.	Political Action (Teacher to student)	Not being forced	Forced Inherent authority Particular choices
Evaluation of students and the award of credit must be based			

Code Statement	Area of Concern	Action	Ethical Descriptor
on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.	Evaluation of students (Teacher to student)	Basing performanc	Irrelevant Personality Religion Political activities
It is a teacher's mastery of his subject and his own scholarship which entitle him to his classroom and to freedom in the presentation of his subject.	Freedom (Institution to teacher)	Entitling him	Freedom
Thus it is improper for an instructor persistently to intrude material which has no relation to his subject, or to fail to present the subject matter of his course as announced to his students and as approved by the faculty in their collective responsibility for the curriculum.	Subject matter Introducing irrelevant material (Teacher to profession)	Abstaining from intruding material	No relation

Code Statement	Area of Concern	Action	Ethical Descriptor
Because academic freedom has traditionally included the instructor's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other.	Academic freedom (Teacher to institution)	Facing conflict	Freedom Insoluble Conflict
If such conflicts become acute, and the instructor's attention to his obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, he cannot escape the responsibility of that choice, but should either request a leave of absence or resign his academic position.	Academic obligation (Teacher to profession)	Requesting a leave Resigning	Substantial academic obligation Responsibility

Code Statement	Area of Concern	Action	Ethical Descriptor
II The Association's concern for sound principles and procedures in the imposition of discipline is reflected in the 1940 State of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, the 1968 "Recommended Institutional Regulations on Academic Freedom and Tenure," and the many investigations conducted by the Association into disciplinary actions by colleges and universities. The question arises whether these customary procedures are sufficient in the current context. We believe that by and large they serve their purposes well but that consideration should be given to	Academic freedom and tenure (Associations to society)	Reflecting	Sound principles Discipline

Code Statement	Area of Concern	Action	Ethical Descriptor
supplementing them in several respects:			
First, plans for ensuring compliance with academic norms should be enlarged to emphasize preventive as well as disciplinary action. Toward this end the faculty should take the initiative, working with the administration and other components of the institution, to develop and maintain an atmosphere of freedom, commitment to academic inquiry, and respect for the academic rights of others. The faculty should also join with other members of the academic community in the development of procedures to be used in the event of serious discruption, or the threat of disruption, and should ensure its consultation in major decisions,	Academic norms Preventive and disciplines (Teacher to teacher)	Ensuing compliance	Atmosphere of freedom Academic right Disruption Major decisions

Code Statement	Area of Concern	Action	Ethical Descriptor
particularly those related to the calling of external security forces to the campus.			
Second, systematic attention should be given to questions related to sanctions other than dismissal, such as warnings and reprimands, in order to provide a more versatile body of academic sanctions.	Academic sanctions (Administrator to teacher)	Giving attention	
Third, there is need for the faculty to assume a more positive role as guardian of academic values against unjustified assaults from its own members. The traditional faculty function in disciplinary proceedings has been to assure academic due process and meaningful faculty participation in the imposition of discipline by the administration. While this function should be maintained, faculties should	Discipline Academic values (Teacher to institution)	Assuming a role	Unjustified assault

Code Statement	Area of Concern	Action	Ethical Descriptor
recognize their stake in promoting adherence to norms essential to the academic enterprise.			
Rules designed to meet these needs for faculty self-regulation and flexibility of sanctions should be adopted on each campus in response to local circumstances and to continued experimentation.	Discipline Sanctions (Teacher to teacher)	Adopting rules	
In all sanctioning efforts, however, it is vital that proceedings be conducted with fairness to the individual, that faculty judgments play a crucial role and that adverse judgments be founded on demonstrated violations of appropriate norms.	Discipline Sanctions (Teacher to teacher)	Conducting	Fairness to the individual Faulty judgment Appropriate norms
The Association will encourage and assist local faculty groups seeking to articulate the substantive principles here	Discipline Sanctions (Teacher to teacher)	Encouraging Assisting	

Code Statement	Area of Concern	Action	Ethical Descriptor
outlined or to make improvements in their disciplinary machinery to meet the needs here described. The Association will also consult and work with any responsible group, within or outside the academic community, that seeks to promote understanding of and adherence to basic norms of professional resonsibility so long as such efforts are consistent with principles of academic freedom.	Norms of professional responsibility (Association to society)	Consulting and working	Basic norms Principles of academic freedom

Code Statement	Area of Concern	Action	Ethical Descriptor
1. To maintain high standards of honor and justice whether I deal with the constituent church members, church officials, board members, fellow administrators, faculty, staff, or students.	Standards of honor and justice (Administrator to others)	Maintaining	High standards of honor and justice
2. To exercise fair treatment and loyalty in all my consideration and dealing with personnel.	Personnel (Administrator to subordinate)	Exercising treatment	Fair treatment Loyalty
3. To promote vigorously intellectual growth in myself with professional study and in others through legitimate supervisory procedures.	Intellectual Growth (Administrator to self and staff)	Promoting	Legitimate Supervising Procedures
4. To adhere conscientiously and consciously in all my planning and dealings in harmony with accepted professional practice, public law, institutional policy and church policy.	Laws and policy (Administrator to profession and institution)	Adhering	Accepted Professional Practice

Source: SDA-ASA

Code Statement	Area of Concern	Action	Ethical Descriptor
5. To avoid any taint or semblance of conflict of interest which would benefit either myself or any other individual or agency apart from the total interest of the group.	Conflict of interest (Administrator to institution)	Avoiding	Conflict of interest
6. To support constructively with optimistic vision the stated philosophy, aims, and objectives of the Seventh-day Adventist Church for the successful operation of its schools on all levels.	Philosophy, aims, and objectives (Administrator to institution)	Supporting	Optimistic vision Philosophy Aims Objectives Successful

Code Statement	Area of Concern	Action	Ethical Descriptor
1. To follow denominational procedures in personnel recruitment of those currently employed and to discuss possible future employment of a member of the school staff or church organization only after I have secured permission from the responsible official of his employing organization.	Personnel Recruitment (Administrator to institution)	Following procedures Discussing	Permission
2. To be loyal to those for whom I am responsible who may have become involved in a difficulty with parent, student, or colleague.	Conflict (Administrator to subordinate)	Being loyal	Loyal Difficulty
3. To refrain from criticizing a peer, colleague, or teacher in the presence of students, patrons, or other colleagues, but shall confer with the individual in private exercising at all times courtesy, frankness, and tact.	Criticism (Administrator to others)	Refraining	Criticism Courtesy Frankness Fact

Code Statement	Area of Concern	Action	Ethical Descriptor
4. To keep inviolate all communications given me in confidence by a communicant.	Confidentiality (Administrator to others)	Keeping inviolate	Communication in confidence
5. To refrain from listening to rumors or idle gossip as the basis for passing judgment on personnel and to confirm unworthiness and inefficiency only after careful investigation and with reliable evidence.	Communication of rumors (Administrator others)	Refraining from listening	Idle gossip Unworthiness inefficiency
6. To write and dispatch letters of reference for students or staff members in a confidential manner.	Letters of reference (Administrator to students and staff)	Writing Dispatching	Confidential
7. To organize and leave in reputable order for my successor all materials, essential data, books of record, and minutes that are the property of my office.	Office records and material (Administrator to administrator)	Organizing	Reputable order

Code Statement	Area of Concern	Action	Ethical Descriptor
As a member of my local Board of Education, representing all the citizens of my school district, I recognize:			
*That my fellow citizens have entrusted me with the educational development of the children and youth of this community.	Public trust (Board member to society)	Recognizing	Entrust
*That the public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are or what their background may be.	Board member's primary concern (Board member to society)	Recognizing	Best interest Without distinction
*That the future welfare of this community, of this State and of the Nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.	Welfare of nation (Board member to society)	Recognizing	Largest measure Quality of education Needs of learners

Source: NSBA

Code Statement	Area of Concern	Action	Ethical Descriptor
*That my fellow board members and I must take the initiative in helping all the people of this community to have all the facts all the time about their schools to the end that they will readily provide the finest possible school program, school staff, and school facilities.	Information (Board to society)	Recognizing	All the facts All the time Finest possible program
*That legally the authority of the Board is derived from the State which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.	State Control (Board to state)	Recognizing	Local Autonomy

Code Statement	Area of Concern	Action	Ethical Descriptor
*That I must never neglect my personal obligation to the community and my legal obligation to the State, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, I have a moral and civic obligation to the Nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong.	Individual Responsibility (Board member to state)	Recognizing	Free Strong

Code Statement	Area of Concern	Action	Ethical Descriptor
In view of the foregoing considerations, it shall be my constant endeavor:			
*To devote time, thought, and study to the duties and responsibilities of a school board member so that I may render effective and creditable service.	Development of board members (Board to institution)	Devoting	Effective Creditable
*To work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.	Harmony (Board to board member)	Working	Harmony Difference of opinion
*To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, unswayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.	Personal decisions and votes (Board to Board)	Basing decisions	Available Honest conviction

Code Statement	Area of Concern	Action	Ethical Descriptor
*To remember at all times that as an individual I have no legal authority outside the meetings of the Board, and to conduct my relationships with the school staff, the local citizenry, and all media of communication on the basis of this fact.	Legal Authority (Board to board)	Remembering	
*To resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school district.	Conflict of interests (Board to institution)	Resisting	Interest of the school
*To recognize that it is as important for the Board to understand and evaluate the educational program of the schools as it is to plan for the business of the school operation.	Evaluation (Board member to institution)	Recognizing	As important Evaluation

Code Statement	Area of Concern	Action	Ethical Descriptor
*To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the employed superintendent of schools and his professional and non-professional staff.	Policies Superintend Function (Board to administrator)	Bearing	All Circumstances
*To welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current school operation and proposed future developments.	Community relations (Board to society)	Welcoming Encouraging	

Code Statement	Area of Concern	Action	Ethical Descriptor
*To support my State and National School Boards Associations.	Association (Board to association)	Supporting	
*Finally, to strive step by step toward ideal conditions for most effective school board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.	Teamwork (Board to administrator)	Striving	Ideal conditions Effective

Code Statement	Area of Concern	Action	Ethical Descriptor
CODE OF ETHICS FOR SCHOOL BOARD MEMBERS			
AS A MEMBER OF MY LOCAL BOARD OF EDUCATION I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND TO THAT END I WILL:			
Attend all regularly scheduled board meetings insofar as possible, and become informed concerning issues to be considered at those meetings;	Participation (Board to board)	Attending	Possible Informed
Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;	Policy decisions (Board to board)	Recognizing	Full discussion
Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;	Decision-making (Board to board)	Rendering decisions	Available facts Independent judgment Interest groups

Source: NSBA

Code Statement	Area of Concern	Action	Ethical Descriptor
Encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;	Free expression (Board to others)	Encouraging expression	Free expression Systematic communication
Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;	Policies (Board to administrator)	Working Establishing	Effective
Communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;	Communication (Board to administrator)	Communicating	Reaction

Code Statement	Area of Concern	Action	Ethical Descriptor
Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations;	Board member development (Board to board)	Informing	
Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;	Employment Evaluation (Board to administration)	Supporting	Evaluation
Avoid being placed in a position of conflict of interest, and refrain from using my board position for personal or partisan gain;	Conflict of interest (Board to board)	Avoiding	Conflict of interest

Code Statement	Area of Concern	Action	Ethical Descriptor
Take no private action that will compromise the board or administration, and respect the confidentiality of information that is privileged under applicable law; and	Private actions Confidentiality (Board to board)	Taking no action	Private actions Confidentiality Privileged
Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.	Educational welfare (Board to society)	Remembering	Greatest concern Welfare

APPENDIX B

SURVEY ON CODE OF ETHICS IN EDUCATIONAL ADMINISTRATION

Name of Organization Number: 14 Date January 1976

If you have a code of ethics, please answer questions 1-4 and 7. (Number: 8)

1. In what year has your code of ethics been developed or last revised? 1975: 4
1974: 2
1973: 1
1966: 1

2. How are your educational administrators requested to relate to your code of ethics? (Check one)

   a. Your members are required to subscribe to it. 3

   b. Your members may subscribe to it. 2

   c. Your members are only informed about the code. 3

   d. Others.

3. Has your code, in the last three years, to the best of your knowledge been

a. Used as a guide in one or more administrative cases?	yes	2
	no	3
b. Used as a guide in one or more legal cases?	yes	1
	no	4
c. Challenged in one or more administrative cases?	yes	0
	no	5
d. Challenged in one or more legal cases?	yes	0
	no	5

4. How useful is your code?
   a. very useful 2
   b. some use 5
   c. not useful 0

If you do not have a code of ethics especially for your organization, please (Number: 6) answer questions 5, 6, and 7.

5. Are you using a code of ethics for educational administration developed by another organization? a. yes

   If yes, name the organization:

   b. no 4

6. Do you feel the need for a code of ethics? a. yes 0

   If yes, do you plan to develop one? yes
   no

   b. no 5

7. What do you see is the future use of codes of ethics? (Answer on other side)

Please return this form to Dr. R. E. Klimes, Director, Center for Studies and Services in Education, Andrews University, Berrien Springs, Michigan 49104. Attach your code of ethics.

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